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ABSTRACT

Presented is a Program Data Analysis Plan (PDAP) for the special education program in Colorado designed to serve as a model for other state education agencies in the development of their own analysis plans. The PDAP is a combination of three major components: a list of program management information requirements in the form of questions, the set of data elements necessary, and the specification of data analysis procedures to link the data elements to the information requirements. Management questions are said to be those questions asked by managers to gather information necessary for decision making and are listed in the first column of the main body of the PDAP. The third column lists exact location of data items on federal or state forms. The middle column links the questions and data by means of analysis statements in both verbal and mathematical form. State program monitoring is covered by a total of 164 questions in the areas of pupils, staff, cost, revenue, and program services. Provided are 17 questions related to program approval, 10 questions about program reimbursement, and eight questions in the area of program certification and endorsement. (DB)

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THE PROGRAM DATA ANALYSIS PLAN
FOR
COLORADO SPECIAL EDUCATION

Prepared in Cooperation with the
Pupil Services Unit
Colorado State Department of Education

by

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Scientific Educational Systems, Inc.
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September, 1972

EC 051 399E

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Introduction

Background of Development

This document is a Program Data Analysis Plan (PDAP) for the Special Education program in Colorado. The PDAP has been developed as the second phase of a study in support of state-level educational management performed by Scientific Educational Systems (SES) for the Ohio Department of Education, Division of Research, Planning and Evaluation, which acted as agent for the Joint Federal/State Task Force in Evaluation.

The present PDAP is an extension of the work of two prior studies, the earlier of which was the Master Data Analysis Plan (MDAP). The MDAP was a study of reporting and analysis requirements for the Bureau of Elementary and Secondary Education's (BESE) mandated reporting to Congress. This Plan developed specific reporting requirements for the BESE Program Planning and Evaluation Unit and defined the analyses of federal data necessary to meet the requirements. Upon completion of the MDAP it was felt that a similar effort at the state level, could augment the utility of federal system data sets to state educational agencies in meeting their management information needs.

SES, therefore, undertook a second study to develop a state-level Data Analysis Plan (SDAP) subject to several limitations in scope, defined by the User's Guide Committee of the Joint Federal/State Task Force. First, it was determined that the effort should be confined to the SEA activities related to program management. (The term "program management" was defined to exclude SEA internal management and legislative and policy planning. Further definition was developed in the course of the study.)

Secondly, the development of a model state-level data analysis plan was determined to be necessary because of the need to enhance the generalizability of the product of the project. This model analysis plan was to be phase of a study in support of state-level educational management performed by Scientific Educational Systems (SES) for the Ohio Department of Education, Division of Research, Planning and Evaluation, which acted as agent for the Joint Federal/State Task Force in Evaluation.

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Secondly, the development of a model state-level data analysis plan was determined to be necessary because of the need to enhance the generalizability of the product of the project. This model analysis plan was to be developed on the basis of the common program management information needs of several SEA's rather than those of only one, and it would be constructed at a level of generality that would allow other SEA's to use it as the core of their own analysis plans, constructed on the basis of their own needs. It was determined that a detailed study of the program management activities and requirements in two SEA's, together with verification of the common elements in a third one, would fulfill the requirements for generality within the time and dollar constraints.

Finally, the requirement for generalizability to SEA's beyond the three used in the development dictated that the model plan be generic in coverage. Thus the treatment of information needs, data streams, and modes of analysis was generic in nature.

The SDAP-Model I which resulted in a combination of three major components: First, a list of program management information requirements (questions for which answers are needed in order to manage SEA programs), for fifteen programs found to be common to several SEA's; second, the set of data elements necessary to provide the required information (not tied to specific forms or response options, and thus applicable to several SEA's); and third, the linkage of the data elements to the information requirements through the specification of the data analysis procedures necessary to answer the program management questions. This analysis plan, then, illustrates the type and extent of data analysis required to answer generic questions necessary to the support of program management activities.

From the generic model SDAP, work has now progressed to the development of specific Program Data Analysis Plans (PDAP's). The purpose here is twofold. First, applying the SDAP Mod-I to a specific program in a specific state affords the opportunity both to refine and to illustrate the Data Analysis Plan approach to the support of educational management. Second, application of the Model, in the form of a PDAP, provides directly usable results for any SEA which undertakes it. Present work will further enhance the utility of the PDAP concept by preparing PDAP's for application in three states (two of these for the same program). The Special Education program in Colorado has been analyzed and is the subject of the PDAP for ponents: First, a list of program management information requirements (questions for which answers are needed in order to manage SEA programs), for fifteen programs found to be common to several SEA's; second, the set of data elements necessary to provide the required information (not tied to specific forms or response options, and thus applicable to several SEA's); and third, the linkage of the data elements to the information requirements through the specification of the data analysis procedures necessary to answer the program management questions. This analysis plan, then, illustrates the type and extent of data analysis required to answer generic questions necessary to the support of program management activities.

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In summary then, it can be seen that the present (PDAP) work is a natural extension of the SDAP concept and approach applied to the more specific level of information needs of a single program in a single state. In SDAP, the program management information questions were derived from the commonalities of management information needs across several programs and states. In PDAP, program managers were asked to describe their own information needs which were subsequently formulated into management questions.

The data elements in SDAP were those elements in general terms thought necessary to answer the general management questions. The PDAP data items are specific items and options found on existing forms that when analyzed will specifically answer the management questions. The general level analysis of the SDAP is replaced in PDAP by statements of statistical manipulation and formulations of data from the actual forms.

Essentially then the PDAP extends the SDAP concept and format and differs only in that the content is highly specific. In fact, the PDAP resembles the BESE MDAP in that much of the end product consists of formulas and mathematical notations. This characteristic of PDAP means that it can serve as the specification for manual data processing or computer programming. Thus, the PDAP is a working document intended to be of direct utility to the program manager in bringing information to bear on his managerial responsibilities.

PDAP for Colorado Department of Education, Special Education

1. Products

The PDAP Project for Special Education in Colorado has developed several products. These include the Program Management Description: a detailed analysis of SEA management describing the program, its functions, decision activities, and information flow. Another product of the study is a detailed Process Guide showing step by step how a PDAP may be developed by SEA personnel in other states and programs. The Process Guide is based on SES's experience in developing the present Plan and has been refined to detail the most efficient methods. These two products have been placed in manipulation and formulations of data from the actual forms.

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The major product of this study is the PDAP itself. The core portion of the PDAP is an exhaustive chart showing the *management questions*, *analyses*, and *data* required for managing the program. The PDAP also contains, as an appendix, a list of the items comprising the data universe upon which it is based. (A single set of annotated data forms has also been provided separately to Colorado.)

2. Derivations

There are three columns in the PDAP chart. The first column contains the management questions; the second, the analysis statements and formulations; and the third, the data items utilized. The columns are arranged in this order to illustrate the concept that the analysis bridges the gap between the management questions and the data items. How elements in each of these columsn were derived is described below briefly. (A fuller description appears in the final report on the PDAP Project.)

In the discussion below the three columns are addressed in this order; management questions, first; data items next; and analyses last. The management questions are discussed first since they are derived first, in order to identify the information needs of management. The data items are discussed next because as the PDAP is developed the analyst, after identifying the management questions, must next determine the data which are available on existing data forms to help answer the questions. The analyses are discussed last since the analyses required to convert the data into an answer can only be specified after the questions and data are known.

a. Management Questions

Management questions are those questions which the program manager asks in order to gather information necessary to run his program. Once the data are collected and analyzed, the resulting information is used to answer the question, thus facilitating the management decision making process.

The management questions for Special Education are exhaustive and complete. They were derived from extensive interviews with program managers in Colorado, as well as from analysis of the special education program, existing data, legislative requirements, job descriptions and duties, forms and documentation. Special education program managers reviewed their job description with interviewers. Managers were asked to indicate the information which they needed to perform each duty.

Next, the managers were asked to relate these information

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Next, the managers were asked to relate these information needs to general level SDAP and NESDEC (New England School Development Council) questions. The SDAP questions were those developed during Phase I of this project and represent the general information needs of managers of special education. Similarly, the NESDEC questions were developed to represent policy concerns of state level managers, in the present case, related to special education. These general level SDAP and NESDEC questions were used as an overall structure for the final set of PDAP questions.

SES staff also made a thorough review of other written material which described the managerial process in special education in

Colorado, including information which served as input to the decision making process and information which resulted from the process. The information needs were then converted into management questions.

b. Data Items

The data items column specifies the location of data to be used in the analysis. It identifies the exact blanks, options and cells from Colorado and federal forms where required data are found. Where no data are available presently on Colorado or federal forms this fact is indicated. Once the management questions were developed, SES staff searched existing state and federal data collection forms used for special education. This was done in order to locate the data, which when analyzed, would answer the management questions. The locations of these data were recorded for each question in a specified format discussed later in this introduction.

c. Analyses

In the middle column, are the analyses of data that yield the answers to the management questions. The analysis statements consist of a verbal statement of the analysis and, in most cases, a symbolic and mathematical formulation. Where no data were available, only a verbal statement of the analysis is provided. The data analyses were written to provide a specific and direct answer to each management question which was posed.

When completed, the entire PDAP with management questions, data and analyses was reviewed with Pupil Services staff of the Colorado Department of Education to assure its accuracy. Based on this review, revisions were made.

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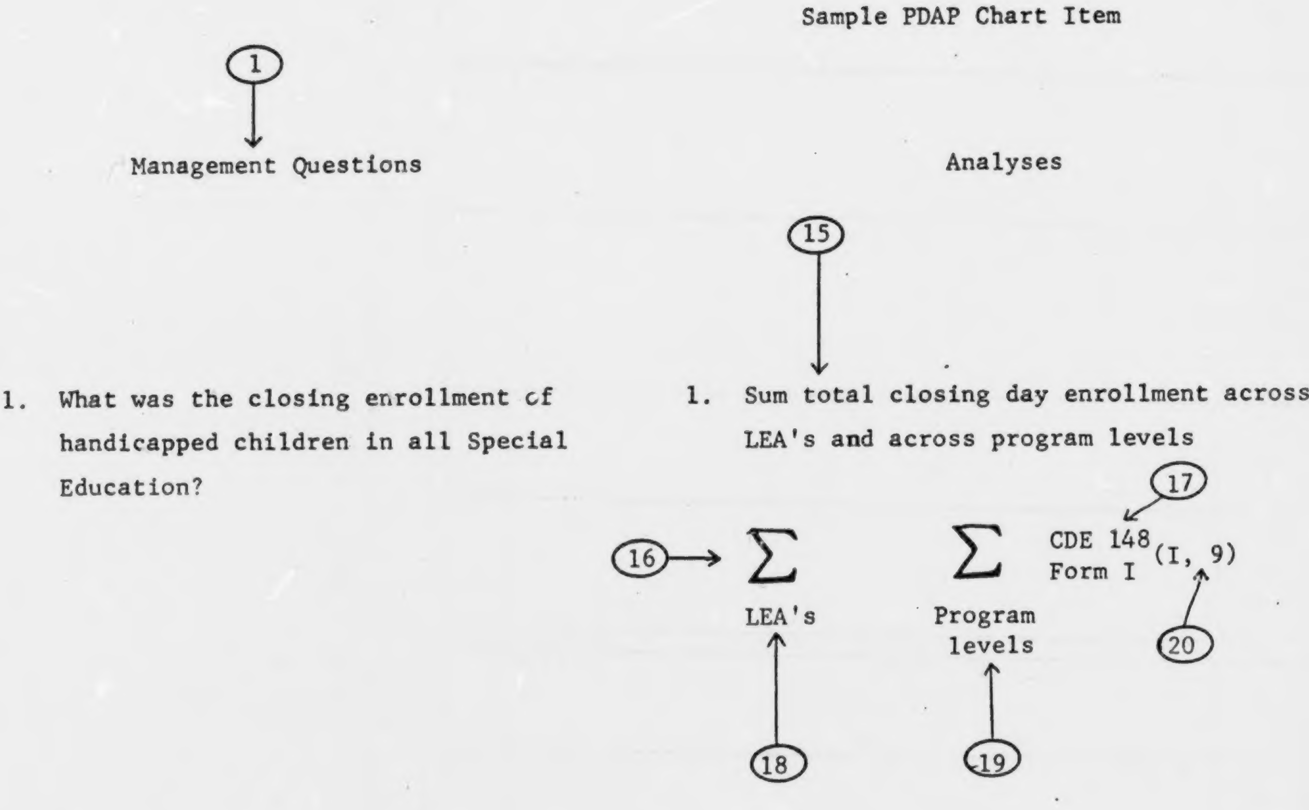
Elements of the Chart and Rules for Use

The component parts of the PDAP are described in detail below. The figure on the next page shows a sample management question, analysis and data item set from the PDAP chart. On the page following this sample chart is a page from the form referred to in the sample PDAP chart items. Beside each key element in the sample chart is a reference number such as ① which corresponds to the same number in the following narrative, and indicates the element in the chart to which the discussion is addressed. In addition, the same applicable reference numbers appear on the sample form following the chart.

Each management question ① represents a specific information need, in this example, "What was the closing enrollment of handicapped children in



Sample PDAP Chart Item

Management Questions	Analyses
1. What was the closing enrollment of handicapped children in all Special Education?	1. Sum total closing day enrollment across LEA's and across program levels

$$\sum_{\text{LEA's}} \sum_{\text{Program levels}} \text{CDE 148 Form I}(I, 9)$$

Figure 2. PDAP Chart Example

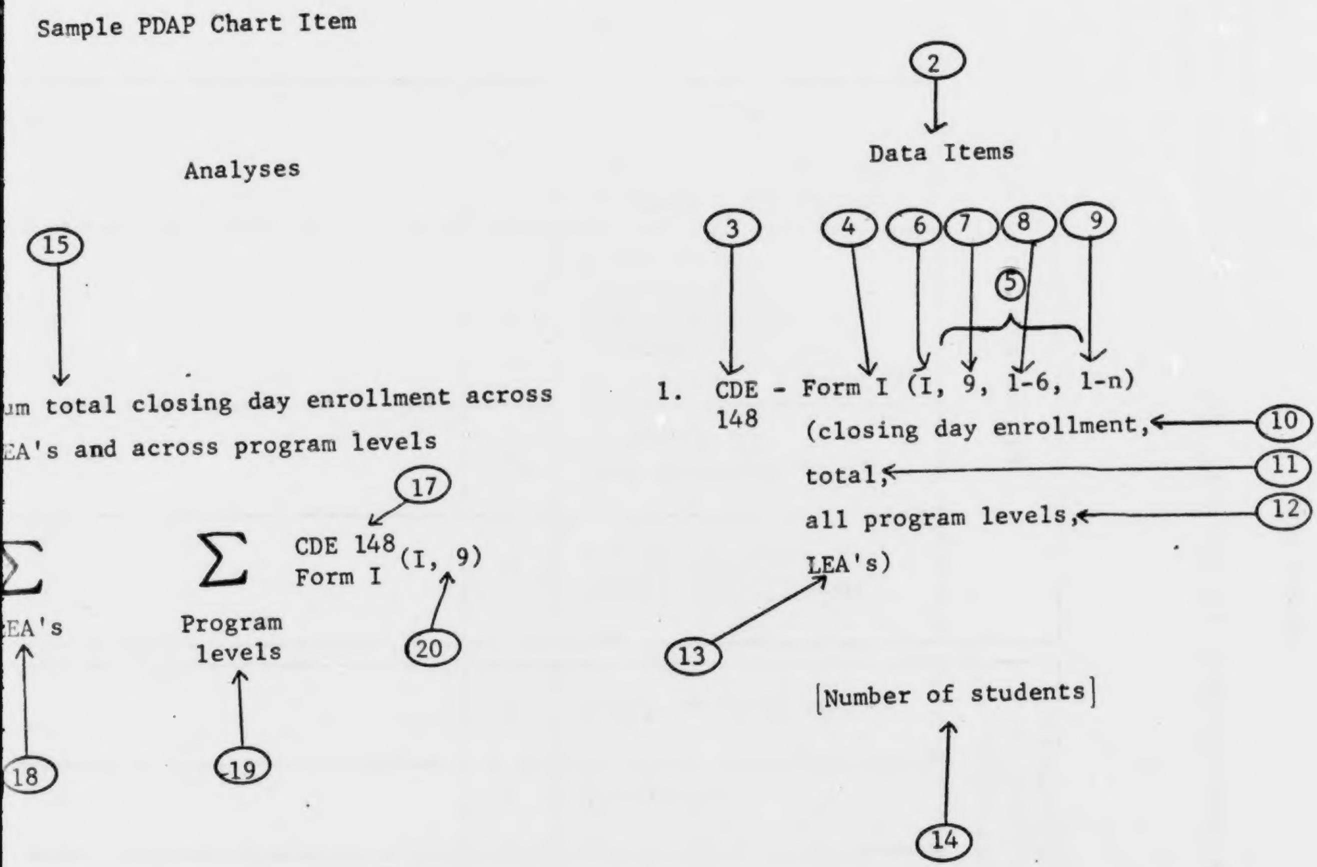

Sample PDAP Chart Item
②
Data Items
Analyses
⑮
③
④
⑥
⑦
⑧
⑨
⑤
m total closing day enrollment across
EA's and across program levels
1. CDE - Form I (I, 9, 1-6, 1-n)
148
(closing day enrollment,
⑩
total,
⑪
all program levels,
⑫
LEA's)
⑰
Σ
Σ
CDE 148 (I, 9)
Form I
EA's
Program levels
⑳
⑬
[Number of students]
⑱
⑲
⑭

Figure 2. PDAP Chart Example

SAMPLE FORM

④ → Form I

⑫ → Pre-school (other identica pages provided for other five program levels)

STUDENT ENROLLMENTS IN SPECIAL EDUCATION PROGRAMS

*Category of Handicap	Categorical by Service Delivery			Enrollment and Transfers					
	Itinerant	Resource	Self-Contained	Total Enrollment as of October 31	New Entries after October 31	Transfer to Regular Education Amelioration or Intervention Completed	Transfer to Other Special Education Programs due to Re-staffing	Other	⑩ Closing Day Enrollment
	A	B	C	D	E	F	G	H	I
1 Aurally Handicapped									
2 Educable Mentally Handicapped									
3 Educationally Handicapped									
4 Home Hospital									
5 Multiple Handicapped									
6 Physically									

	Categorical by Service Delivery			Enrollment and Transfers					
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1 Aurally Handicapped									
2 Educable Mentally Handicapped									
3 Educationally Handicapped									
4 Home Hospital									
5 Multiple Handicapped									
6 Physically Handicapped									
7 Speech Handicapped									
8 Visually Handicapped									
9 **TOTAL									⑥ &

⑦ ⑪

* Include Work Experience-and-Study students in all column

**Note: A+B+C = D+E - F+G+H = I

③

CDE 148

Special Education?" In the data items column ②, the data items are in a form allowing each item to be specifically identified. The first position in the data item column indicates the Colorado Department of Education or federal form number on which the item appears. In the example provided, all items come from CDE 148 ③. (The complete PDAP covers all relevant forms.) CDE 148 is actually a collection of several forms. These forms within CDE 148 are indicated next in the data item column. The sample item on the chart is drawn from Form I of CDE Form 148 ④.

Generally, CDE forms are not a collection of forms and so the data item ⑤ in parentheses usually directly follows the form number. The data item ⑤ is the entire series of symbols within the parentheses taken together, and indicates the location on the form of the actual data to be substituted in the formula for that particular analysis. To fully locate the data item from which data will be gathered any number of dimensions may be specified. Each of the symbols within the parentheses represents a dimension which helps locate the data item on the form. Each dimension is set off by commas within the parentheses. These dimensions designate where on the forms the information is to be found. For the sample data item drawn from Form I of CDE 148, the first symbol in the parentheses ⑥ identifies the column in the "matrix" on CDE 148 in which the data item appears, in this example, column I. The second symbol ⑦ defines the row of the "matrix" in which the data appear, in this case row 9. Therefore the first and second symbols together define the cell, that is, the intersection of the column and row, where the data are found.

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It is apparent for this sample data item that there are also a third and a fourth identifying dimension which further locate the data item on the form. The third ⑧ is a dimension showing 1-6 categories and the fourth ⑨ a dimension showing 1-n categories. The entire set of symbols enclosed in parentheses (I,9,1-6,1-n) ⑤ represents a single data item, on the form indicated; no more, no less.

Directly following the data item designation is a verbal description of the data represented by the symbols:

⑩ Closing day enrollment (Column I)

⑪ Row of column totals (Row 9)

⑫ All (6) program levels included (1-6)

⑬ All LEA's included (1-n)

In each case, the data items are represented in this way by specifying within the parentheses the column first, row second and then those other dimensions which uniquely locate the data with respect to the data form. This specification is then further explicated in words following each set of symbols.

Finally, following the specification of the location of the data item is the statement of the content of the data to be found there in brackets. For example, for the sample data item given, the datum which is contained in that item is the number of students ⑭ .

Number of students, then, is the actual datum which is to be manipulated. It is the datum ⑭ which is entered in the location specified by the data item ⑤ .

For some management questions, the data item column shows "None available". In these cases, no data are available presently. These questions represent information requirements which the Pupil Services Unit is making plans to meet. Since these requirements were known when the PDAP was developed, they are included in the chart. The analysis statements for these questions will assist Pupil Services in developing data collection and analyses procedures.

Each analysis statement consists of a description in words ⑮ of the analysis as well as a mathematical formula ⑯ utilizing the data items defined in the third column.

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Each analysis statement consists of a description in words ⑮ of the analysis as well as a mathematical formula ⑯ utilizing the data items defined in the third column. In the analysis formulations, each data item (all symbols taken together and enclosed in parentheses) containing data to be manipulated is preceded by its form number ⑰ . The algebraic manipulations performed on the data are shown by the traditional algebraic and arithmetic symbols. No algebraic operations are ever performed within the parentheses defining the data item, since these define location of single units of data to be manipulated. Thus addition, subtraction, division, etc. never appear within the parentheses. Data items are manipulated according to regular arithmetic or algebraic laws, and operations. In our example, the summation across LEA's ⑱ and across program levels ⑲ appears before the form number and only the dimensions of row and column ⑳ stay within the parentheses. Note therefore that in this example the data item is represented only by (I,9). The symbolic 1-6 and 1-n do not appear within the parentheses since the dimensions they represent (program level and LEA's) are being summed across.

The first analysis statement indicates that the total closing day enrollment CDE 148, Form I, (I,9) is summed across all LEA's $\sum_{\text{LEA's}}$ ⑱ and across all program levels $\sum_{\substack{\text{Program}\\\text{levels}}}$ ⑲ . This analysis then provides the enrollment of handicapped children in all Special Education programs in response to the first management question.

The sample provided is of an item defined as a cell in a matrix. This was chosen because it is most typical and also the most complex of the item types. More simple item type designations are described below.

Further rules have been developed to handle other situations. Within the data item each dimension is set off by a comma, and it has already been shown that when each and all of a number of categories within a dimension are used a hyphen appears between the first and last category. In our example every one of all six program levels has been used and this appears in the data item as 1-6. When only certain categories of a dimension are used, each category is named and separated by an ampersand. Using our example it might appear thus, (I, 9, 1&2&4&6). In the verbal statement of the data item the categories are again each named and separated by ampersands. The ampersand has also been used between data items in the analysis to indicate that an operation is to be carried out separately for each of the data items connected in series by ampersands.

In some cases several rows intersect with a common column cell in a table on a form. In the data item such a case is formulated thus (2,1*2*3), with each of the rows named and separated by an asterisk, and the intersecting column designated. The designation '1 list' is sometimes used for a dimension designated in the same sense as 1-n. It means that the rows of a particular table are a list of something, such as names of teachers. When a matrix levels

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Finally, when separate items are used as dimensions these items each in a parenthesis are set off by commas following the rule for specifying dimensions. Then, the set of items specify the dimensions is bracketed and preceded by the appropriate form number.

Organization of PDAP

The PDAP management questions are organized into seven major sections. These sections correspond to the seven areas into which the program management functions of Special Education in Colorado are divided. The first six of these relate to state program management and the last to federal program management. In practice federal and state programs are closely coordinated, however, these programs have many separate reporting requirements and information needs. Separate sections are provided for state and federal programs to assure comprehensive coverage of both areas. In addition, management questions are provided for those areas where information needs overlap.

The seven sections into which questions are divided are:

- State Program Management
  - Program Monitoring
  - Program Approval
  - Program Reimbursement
  - Certification and Endorsement
  - Program Development
  - Program Evaluation
- Federal Program Management
  - Federal Programs (Monitoring Development and Evaluation)

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  - Program Development
  - Program Evaluation

Federal Program Management
  - Federal Programs (Monitoring Development and Evaluation)

For both the state and federal programs, these sections cover the general management process through which programs are planned, implemented, conducted and evaluated.

Several of these seven major sections are further subdivided into more specific areas. The detailed classification of all management questions is shown in the "PDAP Chart Contents". Additionally, the applicable NESDEC and SDAP questions are listed at the beginning of each section. For each section, these are the general management questions which are addressed by the PDAP management questions in that section.

Using the PDAP

With this format, a program manager who has a need for information can locate a question identical or comparable to his own. He can then ascertain from the third column where the data may be found on existing CDE or federal forms, manipulate the data according to the directed analysis and arrive at the information he needs to make his decision. For example, the program manager of Special Education in Colorado may be concerned with planning for future development of the program and have a need to know what increases in resources will be necessary. The Manager can find in the PDAP chart the exact question being posed or a comparable question which will supply the information he needs. The PDAP chart is ordered so that all questions on a particular function are found together. The Table of Contents for the PDAP chart lists these sections under various headings and sub-headings. In our example, the program manager would look under State Program Management, Program Development, Factors Impeding Development. He would then turn to questions 5.91 and 5.92 which ask what are the common, and what are the unique set of circumstances that might impede the establishment or continuation of Special Education programs for each handicap area. The data used in the analysis are found in the third column and because their specific item numbers are used in both the analysis and data column, they can readily be found on their designated forms and actual number of teachers and numbers of students can be substituted in the formula. These analyses determine the number of staff, and additional budget necessary to meet the projected needs.

Through continued use of the PDAP chart in Colorado, some changes may arise. As state forms are changed and revised, the item numbers of a particular piece of data may change. This necessitates a change in the analysis formula, however the narrative analysis statement remains the same since the logic of the analysis and the data required remain the same.

the PDAP chart lists these sections under various headings and sub-headings. In our example, the program manager would look under State Program Management, Program Development, Factors Impeding Development. He would then turn to questions 5.91 and 5.92 which ask what are the common, and what are the unique set of circumstances that might impede the establishment or continuation of Special Education programs for each handicap area. The data used in the analysis are found in the third column and because their specific item numbers are used in both the analysis and data column, they can readily be found on their designated forms and actual number of teachers and numbers of students can be substituted in the formula. These analyses determine the number of staff, and additional budget necessary to meet the projected needs.

Through continued use of the PDAP chart in Colorado, some changes may arise. As state forms are changed and revised, the item numbers of a particular piece of data may change. This necessitates a change in the analysis formula, however the narrative analysis statement remains the same since the logic of the analysis and the data required remain the same. Only the location of the data changes. Thus the data needed to answer a question such as number of students and number of teachers remain the same however the location of these data on the form may change. Management questions and analysis statements will need revision only as the information needs of the organization change. For example, if reimbursement is no longer a function of the program manager, those questions are no longer relevant in the PDAP. If reimbursement is carried out in a different functional manner, questions must be revised or written anew as necessary. The Process Guide is the blueprint for such activity. Also, the PDAP Chart and Process Guide can be extremely helpful in revising forms. By following the process of deriving management questions, asking what information is needed to make a decision and formulating it into a question, data needed to answer the question becomes apparent. A form can then be constructed to gather that information.

The chart has been developed so that with a little experience it can be used by itself with only occasional reference to supporting documents such as the Data List. The data item column not only gives the data item number on the form being used but also names each datum being manipulated. With a little practice, managers can use the chart directly, since it is relatively simple and straightforward. At the same time the PDAP has all the characteristics of a complete specification for computer implementation.

Summary

The PDAP is a tool, developed over a period of time, which is designed to enumerate the management questions to which answers are required to make decisions and manage a state level educational program. In the present case, the PDAP has been developed for the Colorado Department of Education Special Education program. This document, therefore, is of immediate utilization to Colorado Special Education. However, the PDAP along with the Process Guide and Program Description provides the capacity for generalizing the PDAP to other states and/or other programs.

Definition of Key Terms

Handicap Conditions

Aurally Handicapped: An aurally handicapped child is one who, because of a deficiency in the hearing threshold level, is unable to participate in or benefit from the classroom program regularly provided, even with the help of special aids. The child will usually have a hearing loss of thirty decibels or more in each ear.

Educable Mentally Handicapped: An educable mentally handicapped child is one who, because of retarded mental development, is unable to participate in or benefit from the classroom program regularly provided, but who nonetheless possesses the ability to learn and may be expected to become socially and economically independent and useful if properly instructed. He will usually have an intelligence quotient between 50 and 80.

Educationally Handicapped: An educationally handicapped child is one whose behavior manifests itself in such a manner that it is interfering or is likely to interfere with the child's own education process or the education process of others. Behavior should be thought of in the broad educational and psychological aspect of the term. In most instances there is an educationally significant discrepancy between his apparent capacity for language or communicative behavior and his actual level of performance.

Physically Handicapped: A physically handicapped child is one who because of an orthopedic, infectious, cardiopathic, cerebral palsied, or other condition, is unable to participate in, or benefit from, the classroom program regularly provided.

Speech Handicapped: A speech handicapped child is one whose speech deviates so far from the speech of other children that it calls attention to itself, interferes with communication, or causes its possessor to be maladjusted.

Visually Handicapped: A visually handicapped child is one who because of a vision deviation from the normal is incapable of being educated profitably and effectively through ordinary class instruction. The vision problem may result from ocular difficulties, vision deficiencies, poor vision habits, or other difficulties. The child's vision will generally be no better than 20/70 in the better eye, with correction.

Multiply Handicapped: A multiply handicapped child is one who is more in each ear.

Educable Mentally Handicapped: An educable mentally handicapped child is one who, because of retarded mental development, is unable to participate in or benefit from the classroom program regularly provided, but who nonetheless possesses the ability to learn and may be expected to become socially and economically independent and useful if properly instructed. He will usually have an intelligence quotient between 50 and 80.

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Multiply Handicapped: A multiply handicapped child is one who is handicapped by two or more of the six handicaps described above.

Enrollment

Special Education Student: A student will be considered to have been enrolled in a special education program if during the school year he was:

(a) assigned to a special education teacher or correctionist reimbursed under the Handicapped Children Educational Act, and

(b) actually attended.

Average Daily Membership (ADM): The average number of students assigned to a teacher or speech correctionist during the period being reported.

Average Daily Attendance (ADA): Average number of students actually attending class and provided services by a teacher or speech correctionist for at least half a day, per day over the reporting period.

Average Daily Case Load (ADCL): The average number of students actually attending class and provided services each day by a teacher or speech correctionist for the period being reported. To be counted a child does not need to be in the teacher's class half a day.

Service Delivery

Self-contained Classrooms: The child spends the major portion of his time in the special classroom receiving academic training and leaves the special classroom for non-academic subjects and individualized integration into regular classes.

Resource classroom: The child is registered in a regular classroom, does his regular work with the regular group and goes to the resource room and special education teacher for one or more periods a day for materials and special training as recommended by the special committee.

Itinerant Teacher: A specially trained teacher travels to the school and gives periodic specialized training, help, and materials to the child who is registered in regular classrooms, does his regular work with the regular classroom teacher but has been recommended by the special committee for this special help.

Types of Services

Administrative Services: Those services provided by individuals designated as administrative personnel for special education. This includes special education directors and their assistants, secretaries and clerks.

Supportive Services: Those services provided by psychologists, psychiatrists and social workers and associated personnel in support of the instructional services.

Categorical Services: Those services which can be directly tied to the education of children in each of the handicap condition areas.

Others

Program Management: Includes activities directed toward the management of recognized programs, and excludes SEA internal management, policy planning, and legislative interaction as well as any other non-programmatic or non-LEA (and pupil) directed activities.

Foster Home Maintenance: If a district does not provide a special education program of its own and it enters a handicapped child in a program in another district, with the consent of that district, the child may be placed in a licensed foster home in the district of attendance. Such maintenance is provided in lieu of transportation.

Special Education Program

Colorado Department of Education

Program Data Analysis Plan

Chart

September 1972

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SECTION 1. PROGRAM MONITORING

RELATED SDAP AND NESDEC POLICY QUESTIONS*

1. Program Monitoring

    a. Pupils

        1. What children participate in the projects/program?
        * 2. What ages and grade levels are served?
        * 3. What is the pupil/staff ratio?
        * 4. How many pupils participate?
        * 5. What specific handicaps do projects/program serve?
        6. What are the characteristics of the services provided by the projects/program?
        7. What is the student population by grade level?
        * 8. How many pupils are there in each instructional unit?
        * 9. What is the subject or activity area of each service?
        * 10. What handicaps is the service designed to serve?
        * 11. How many children are served by special categories and demagraphic areas?
        * 12. What are their handicap characteristics?

    b. Staff

        * 1. How many staff members participate?
        * 2. What are the characteristics of participating staff?
        * 3. What positions do staff members hold?
        * 4. What are the characteristics of other participants?

a. Pupils

1. What children participate in the projects/program?

* 2. What ages and grade levels are served?

* 3. What is the pupil/staff ratio?

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* 8. How many pupils are there in each instructional unit?

* 9. What is the subject or activity area of each service?

* 10. What handicaps is the service designed to serve?

* 11. How many children are served by special categories and demagraphic areas?

* 12. What are their handicap characteristics?

b. Staff

* 1. How many staff members participate?

* 2. What are the characteristics of participating staff?

* 3. What positions do staff members hold?

* 4. What are the characteristics of other participants?

* 5. How many others participate?

* 6. What are their positions or affiliations?

* 7. How many staff members are there in each type of position?

8. What are the number of teaching personnel?

* 9. What is the pupil/staff ratio?

10. What are the characteristics of the SEA program staff?

c. Cost

1. What are the projects/program costs?

2. What are the costs per pupil for each projects/program?

3. What are the costs of the program by type of service?

4. What are the per pupil costs of the program by type of service?

* Asterisk denotes NESDEC Policy Questions

d. Revenue

1. How do the general characteristics of Federally funded projects services compare to those of regular school programs and of State funded programs in which handicapped children participate?

* 2. What is the funding source of each service?

* 3. How many children are served by special categories and demagraphic areas?

* 4. What are the funding sources of projects/program for the handicapped in which pupils are served?

e. Project Characteristics

1. What are the broad activity areas of projects funded by the program?

* 2. For what broad purposes are funds used?

3. What are the broad activity areas of the projects/program?

* 4. Where is the service located?

5. How many and what percent of all school districts are receiving funds for this program?

* 6. What is the intensity of the services?

* 7. How often does the student receive it?

* 8. Over what period of time is the student involved?

* 9. When during the year does the student participate?

* 10. How do the general characteristics of Federally funded projects services compare to those of regular school programs and of State funded programs in which the handicapped children participate?

* 11. What is the subject or activity area of each service?

* 12. What are the academic objectives of each service?

* 13. What are its physical objectives?

* 14. What are its social adjustment objectives?

Management Questions	Analyses
1.1 What is the enrollment of handicapped children in Special Education during the regular school year (a) across all LEA's (b) for each LEA?	1.1(a) Add the Oct 31 enrollment to new entries a and sum across LEA's and across program le $\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE 148}_{\text{Form I}} \left[(D,9)+(E,9)\right]$ 1.1(b) Add the Oct 31 enrollment to new entries a and sum across program level for each LEA $\sum_{\substack{\text{Program}\\\text{level}}} \text{CDE 148}_{\text{Form I}} \left[(D,9,1\text{-}n)+(E,9,1\text{-}n)\right]$
1.2 What is the enrollment of handicapped children in Special Education during the summer (a) across all LEA's (b) for each LEA?	1.2(a) Sum the total summer enrollment across LEA $\sum_{\text{LEA's}} \text{CDE 148}_{\text{Form I}} \left[(D,9,6)+(E,9,6)\right]$ 1.2(b) Sum the total summer enrollment for each I $\text{CDE 148}_{\text{Form I}} \left[(D,9,6,1\text{-}n)+(E,9,6,1\text{-}n)\right]$
1.3 What is the enrollment of handicapped children in Special Education during the regular school year by handicap condition (a) across all LEA's (b) for each LEA?	1.3(a) Sum the total regular school year enrollm LEA's and across program level by handic $\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE 148}_{\text{Form I}} \left[(D,1\text{-}8)+(E,1\text{-}8)\right]$

Analyses	Data Items
d the Oct 31 enrollment to new entries after Oct 31 d sum across LEA's and across program level $\sum_{\text{A's}} \sum_{\text{Program level}} \text{CDE 148 Form I} \left[(D,9)+(E,9)\right]$ ld the Oct 31 enrollment to new entries after Oct 31 nd sum across program level for each LEA $\sum_{\text{rogram level}} \text{CDE 148 Form I} \left[(D,9,1\text{-}n)+(E,9,1\text{-}n)\right]$	1.1 CDE - Form I (D,9,1-5,1-n) 148 (enrollment as of Oct. 31, total, program level, LEA's) (E,9,1-5,1-n) (new entries after Oct. 31, total, program level, LEA's) [Number of students]
m the total summer enrollment across LEA's $\sum_{\text{LEA's}} \text{CDE 148 Form I} \left[(D,9,6)+(E,9,6)\right]$ um the total summer enrollment for each LEA $\text{DE 148 orm I} \left[(D,9,6,1\text{-}n)+(E,9,6,1\text{-}n)\right]$	1.2 CDE - Form I (D,9,6,1-n) 148 (enrollment as of Oct. 31, total, summer, LEA's) (E,9,6,1-n) (new entries after Oct. 31, total, summer, LEA's) [Number of students]
um the total regular school year enrollment across LEA's and across program level by handicap condition $\sum_{\text{LEA's}} \sum_{\text{Program level}} \text{CDE 148 Form I} \left[(D,1\text{-}8)+(E,1\text{-}8)\right]$	1.3 CDE - Form I (D,1-8,1-5,1-n) 148 (enrollment as of Oct. 31, handicap condition, program level, LEA's) (E,1-8,1-5,1-n) (new entries after Oct. 31, handicap condition, program level, LEA'S) [Number of students]

Management Questions	Analyses
1.3 What is the enrollment of handicapped children in Special Education during the regular school year by handicap condition (a) across all LEA's (b) for each LEA?	1.3(b) Sum the total regular school year program level by handicap conditi $\sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Form I}}[(D,1\text{-}8,1\text{-}n)+(E,1\text{-}8$
1.4 What is the enrollment of handicapped children in summer Special Education during the summer by handicap condition (a) across all LEA's (b) for each LEA?	1.4(a) Sum the total summer enrollment a handicap condition $\sum_{\text{LEA's}} \text{CDE 148}_{\text{Form I}}[(D,1\text{-}8,6)+(E,1\text{-}8,6)]$ 1.4(b) Sum the total summer enrollment b condition for each LEA $\text{CDE 148}_{\text{Form I}}[(D,1\text{-}8,6,1\text{-}n)+(E,1\text{-}8,6,1\text{-}$
1.5 What is the enrollment of handicapped children in Special Education during the regular school year by service delivery (a) across all LEA's (b) for each LEA ?	1.5(a) Sum the total enrollment during th school year across program level a by service delivery $\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Form I}}(A\text{-}C,9)$ 1.5(b) Sum the total summer enrollment du school year across program level b delivery for each LEA $\sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Form I}}(A\text{-}C,9,1\text{-}n)$

Analyses	Data Items
Sum the total regular school year enrollment across program level by handicap condition for each LEA $\sum_{\substack{\text{Program}\\\text{level}}} {}^{\text{CDE 148}}_{\text{Form I}}[(D,1\text{-}8,1\text{-}n)+(E,1\text{-}8,1\text{-}n)]$	1.3 See 1.3 on preceding page
Sum the total summer enrollment across LEA's by handicap condition $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{Form I}}[(D,1\text{-}8,6)+(E,1\text{-}8,6)]$ Sum the total summer enrollment by handicap condition for each LEA ${}^{\text{CDE 148}}_{\text{Form I}}[(D,1\text{-}8,6,1\text{-}n)+(E,1\text{-}8,6,1\text{-}n)]$	1.4 CDE 148 - Form I (D,1-8,6,1-n) (enrollment as of Oct. 31, handicap condition, summer, LEA's) (E,1-8,6,1-n) (new entries after Oct. 31, handicap condition, summer, LEA's) [Number of students]
Sum the total enrollment during the regular school year across program level and across LEA's by service delivery $\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{level}}} {}^{\text{CDE 148}}_{\text{Form I}}(A\text{-}C,9)$ Sum the total summer enrollment during the regular school year across program level by service delivery for each LEA $\sum_{\substack{\text{Program}\\\text{level}}} {}^{\text{CDE 148}}_{\text{Form I}}(A\text{-}C,9,1\text{-}n)$	1.5 CDE 148 - Form I (A-C,9,1-5,1-n) (service delivery, total, program level, LEA's) [Number of students]

Management Questions	Analyses
1.6 What is the enrollment of handicapped children in Special Education during the summer by service delivery (a) across all LEA's (b) for each LEA?	1.6(a) Sum the total enrollment during across program level and across service delivery $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{Form I}}(\text{A-C},9,6)$ 1.6(b) List the total enrollment durin by service delivery ${}^{\text{CDE 148}}_{\text{Form I}}(\text{A-C},9,6,1\text{-}n)$
1.7 What is the enrollment of handicapped children in Special Education during the regular school year for each program level (a) across all LEA's (b) for each LEA?	1.7(a) Sum the total enrollment during school year across LEA's by pro $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{Form I}}[(D,9,1\text{-}5)+(E,9,1\text{-}$ 1.7(b) Sum the total enrollment during school year by program level fo ${}^{\text{CDE 148}}_{\text{Form I}}[(D,9,1\text{-}5,1\text{-}n)+(E,9,1\text{-}5,$
1.8 What is the enrollment of handicapped children in Special Education during the regular school year by handicap condition and by program level (a) across all LEA's (b) for each LEA?	1.8(a) Sum the total enrollment of han children in Special Education regular school year across LEA condition and by program level $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{Form I}}[(D,1\text{-}8,1\text{-}5)+(E,1\text{-}$ 1.8(b) Sum the total enrollment during school year by handicap conditi level for each LEA ${}^{\text{CDE 148}}_{\text{Form I}}\ [(D,1\text{-}8,1\text{-}5)+(E,1\text{-}8,1\text{-}$

Analyses	Data Items
1.6(a) Sum the total enrollment during the summer across program level and across LEA's by service delivery $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{Form I}}(\text{A-C},9,6)$ 1.6(b) List the total enrollment during the summer by service delivery ${}^{\text{CDE 148}}_{\text{Form I}}(\text{A-C},9,6,1\text{-n})$	1.6 CDE 148 - Form I (A-C,9,6,1-n) (service delivery, total, summer, LEA's) [Number of students]
1.7(a) Sum the total enrollment during the regular school year across LEA's by program level $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{Form I}}[(\text{D},9,1\text{-}5)+(\text{E},9,1\text{-}5)]$ 1.7(b) Sum the total enrollment during the regular school year by program level for each LEA ${}^{\text{CDE 148}}_{\text{Form I}}[(\text{D},9,1\text{-}5,1\text{-n})+(\text{E},9,1\text{-}5,1\text{-n})]$	1.7 CDE 148 - Form I (D,9,1-5,1-n) (enrollment as of Oct. 31, total, program level, LEA's) (E,9,1-5,1-n) (new entries after Oct. 31, total, program level, LEA's) [Number of students]
1.8(a) Sum the total enrollment of handicapped children in Special Education during the regular school year across LEA's by handicap condition and by program level $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{Form I}}[(\text{D},1\text{-}8,1\text{-}5)+(\text{E},1\text{-}8,1\text{-}5)]$ 1.8(b) Sum the total enrollment during the regular school year by handicap condition and by program level for each LEA ${}^{\text{CDE 148}}[(\text{D},1\text{-}8,1\text{-}5)+(\text{E},1\text{-}8,1\text{-}5)]$	1.8 CDE 148 - Form I (D,1-8,1-5,1-n) (enrollment as of Oct. 31, handicap condition, program level, LEA's) (E,1-8,1-5,1-n) (new entries after Oct. 31, handicap condition, program level, LEA's) [Number of students]

Management Questions		Analyse
1.9	What is the enrollment of handicapped children in Special Education during the regular school year by service delivery and by program level (a) across all LEA's (b) for each LEA?	1.9(a) Sum the total enrollment year across LEA's by se gram level $\sum_{\text{LEA's}} \overset{\text{CDE 148}}{\text{Form I}} (A\text{-}C,9,1\text{-}5)$ 1.9(b) Sum the total enrollment year by service delivery each LEA $\overset{\text{CDE 148}}{\text{Form I}} (A\text{-}C,9,1\text{-}5,1\text{-}n)$
1.10	What is the enrollment in extended school year Special Education programs (a) across all LEA's (b) for each LEA?	1.10(a) Sum across LEA's the enr Education program across $\sum_{\text{LEA's}} \overset{\text{CDE 148}}{\text{Form III}} \left[\begin{matrix}(1,1)+(1, \\ (2,n)\ \ +\end{matrix}\right.$ 1.10(b) Sum the enrollment in ea across service delivery $\overset{\text{CDE148}\ \cdot}{\text{Form III}} \left[\begin{matrix}(1,1,1\text{-}n)+(1, \\ (2,1,1\text{-}n)+(2 \\ (3,1,1\text{-}n)+(3 \\ \end{matrix}\right.$

9/12/72

Analyses

a) Sum the total enrollment during the regular school year across LEA's by service delivery and by program level

$$\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\\text{Form I}\end{matrix}(\text{A-C},9,1\text{-}5)$$

b) Sum the total enrollment during the regular school year by service delivery and by program level for each LEA

$$\begin{matrix}\text{CDE 148}\\\text{Form I}\end{matrix}(\text{A-C},9,1\text{-}5,1\text{-n})$$

(a) Sum across LEA's the enrollment in each Special Education program across service delivery

$$\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\\text{Form III}\end{matrix} \begin{bmatrix}(1,1)+(1,2)+(1,n) \ + \ (2,1)+(2,2)+\\(2,n) \ + \ (3,1)+(3,2)+(3,n)\end{bmatrix}$$

(b) Sum the enrollment in each Special Education program across service delivery for each LEA

$$\begin{matrix}\text{CDE148 -}\\\text{Form III}\end{matrix} \begin{bmatrix}(1,1,1\text{-n})+(1,2,1\text{-n})+(1,n,1\text{-n})+\\(2,1,1\text{-n})+(2,2,1\text{-n})+(2,n,1\text{-n})+\\(3,1,1\text{-n})+(3,2,1\text{-n})+(3,n,1\text{-n})\end{bmatrix}$$

Data Items

1.9 CDE - 148 Form I (A-C,9,1-5,1-n) (service delivery, total, program level, LEA's)

[Number of students]

1.10 CDE - 148 Form III (1,1,1-n) (enrollment in itinerant program, title of first program, LEA's)
(1,2,1-n) (enrollment in itinerant program, title of second program, LEA's)
(1,n,1-n) (enrollment in itinerant program, title of nth program, LEA's)
(2,1,1-n) (enrollment in resource program, title of first program, LEA's)
(2,2,1-n) (enrollment in resource program, title of second program, LEA's)
(2,n,1-n) (enrollment in resource program, title of nth program, LEA's)
(3,1,1-n) (enrollment in self contained program, title of first program, LEA's)
(3,2,1-n) (enrollment in self contained program, title of second program, LEA's)

Management Questions	Analyses
1.10 What is the enrollment in extended school year Special Education programs (a) across all LEA's (b) for each LEA?	See 1.10 on preceding page
1.11 What is the enrollment in special summer Special Education programs (a) across all LEA's (b) for each LEA?	1.11(a) Sum the enrollment in special summer progra across all LEA's and across service deliver $\sum_{\text{LEA's}} \text{CDE 148 Form III} \left[\begin{matrix} (4,1)+(4,2)+(4,n) + (5,1)+ \\ (5,2)+(5,n) + (6,1)+(6,2)+(6 \end{matrix} \right.$ 1.11(b) Sum the enrollment in each Special Educatio program across service delivery for each LE $\text{CDE 148 Form III} \left[\begin{matrix} (4,1,1-n)+(4,2,1-n)+(4,n,1-n)+ \\ (5,1,1-n)+(5,2,1-n)+(5,n,1-n)+ \\ (6,1,1-n)+(6,2,1-n)+(6,n,1-n) \end{matrix} \right]$

Analyses	Data Items
1.10 on preceding page	1.10 CDE - 148 (3,n,1-n) (enrollment in self contained program, title of nth program, LEA's) [Number of students]
Sum the enrollment in special summer programs across all LEA's and across service delivery $\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{Form III}\end{matrix} \begin{bmatrix}(4,1)+(4,2)+(4,n) + (5,1)+\\ (5,2)+(5,n) + (6,1)+(6,2)+(6,n)\end{bmatrix}$ Sum the enrollment in each Special Education program across service delivery for each LEA $\begin{matrix}\text{CDE 148}\\ \text{Form III}\end{matrix} \begin{bmatrix}(4,1,1\text{-}n)+(4,2,1\text{-}n)+(4,n,1\text{-}n)+\\ (5,1,1\text{-}n)+(5,2,1\text{-}n)+(5,n,1\text{-}n)+\\ (6,1,1\text{-}n)+(6,2,1\text{-}n)+(6,n,1\text{-}n)\end{bmatrix}$	1.11 CDE - 148 Form III (4,1,1-n)(enrollment in itinerant program, title of first program, LEA's) (4,2,1-n) (enrollment in itinerant program, title of second program, LEA's) (4,n,1-n) (enrollment in itinerant program, title of nth program, LEA's) (5,1,1-n) (enrollment in resource program, title of first program, LEA's) (5,2,1-n) (enrollment in resource program, title of second program, LEA's) (5,n,1-n) (enrollment in resource program, title of nth program, LEA's) (6,1,1-n) (enrollment in self contained program, title of first program, LEA's) (6,2,1-n) (enrollment in self contained program, title of second program, LEA's) (6,n,1-n) (enrollment in self contained program, title of nth program, LEA's) [Number of students]

Management Questions	Analyses
1.12 What is the enrollment in extended school year Special Education programs by handicap condition (a) across all LEA's (b) for each LEA?	1.12(a) Sum the enrollment in extended school across all LEA's and across service d handicap condition $\sum_{\text{LEA's}} \substack{\text{CDE 148}\\ \text{Form III}} [(1,1-n)+(2,1-n)+(3,1-n)$
	1.12(b) Sum the enrollment in extended school across service delivery by handicap c each LEA $\substack{\text{CDE 148}\\ \text{Form III}} [(1,1-n,1-n)+(2,1-n,1-n)+(3,$
1.13 What is the enrollment in special summer Special Education programs by handicap condition (a) across all LEA's (b) for each LEA?	1.13(a) Sum the enrollment in special summer across all LEA's and across service d handicap condition $\sum_{\text{LEA's}} \substack{\text{CDE 148}\\ \text{Form III}} [(4,1-n)+(5,\ -n)+(6,1-n$
	1.13(b) Sum the enrollment in special summer across service delivery by handicap c $\substack{\text{CDE 148}\\ \text{Form III}} [(4,1-n,1-n)+(5,1-n,1-n)+(6,1-$

Analyses	Data Items
) Sum the enrollment in extended school year programs across all LEA's and across service delivery by handicap condition $\sum_{\text{LEA's}} \begin{array}{l}\text{CDE 148}\\ \text{Form III}\end{array} [(1,1\text{-}n)+(2,1\text{-}n)+(3,1\text{-}n)]$) Sum the enrollment in extended school year programs across service delivery by handicap condition for each LEA $\begin{array}{l}\text{CDE 148}\\ \text{Form III}\end{array} [(1,1\text{-}n,1\text{-}n)+(2,1\text{-}n,1\text{-}n)+(3,1\text{-}n,1\text{-}n)]$	1.12 CDE - Form III (1,1-n,1-n) 148 (enrollment in itinerant program, each area of handicap in column 7, LEA's) (2,1-n,1-n) (enrollment in resource program, each area of handicap in column 7, LEA's) (3,1-n,1-n) (enrollment in self contained program, each area of handicap in column 7, LEA's) [Number of students]
a) Sum the enrollment in special summer programs across all LEA's and across service delivery by handicap condition $\sum_{\text{LEA's}} \begin{array}{l}\text{CDE 148}\\ \text{Form III}\end{array} [(4,1\text{-}n)+(5,1\text{-}n)+(6,1\text{-}n)]$ (b) Sum the enrollment in special summer programs across service delivery by handicap condition $\begin{array}{l}\text{CDE 148}\\ \text{Form III}\end{array} [(4,1\text{-}n,1\text{-}n)+(5,1\text{-}n,1\text{-}n)+(6,1\text{-}n,1\text{-}n)]$	1.13 CDE - Form III (4,1-n,1-n) 148 (enrollment in itinerant program, each area of handicap in column 7, LEA's) (5,1-n,1-n) (enrollment in resource program, each area of handicap in column 7, LEA's) (6,1-n,1-n) (enrollment in self contained program, each area of handicap in column 7, LEA's) [Number of students]

Management Questions	Analyses
1.14 What is the enrollment in extended school year Special Education programs by program level (a) across all LEA's (b) for each LEA?	1.14(a) Sum the enrollment in extended school year programs across all LEA's and across service delivery by program level $\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{Form III}\end{matrix} [(1,1-5)+(2,1-5)+(3,1-5)]$
	1.14(b) Sum the enrollment in extended school year programs across service delivery by program level for each LEA $\begin{matrix}\text{CDE 148}\\ \text{Form III}\end{matrix} [(1,1-5,1-n)+(2,1-5,1-n)+(3,1-5,1-n)]$
1.15 What is the enrollment in special summer Special Education programs by program level (a) across all LEA's (b) for each LEA?	1.15(a) Sum the enrollment in special summer programs across all LEA's and across service delivery b program level $\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{Form III}\end{matrix} [(4,1-4)+(5,1-4)+(6,1-4)]$
	1.15(b) Sum the enrollment in special summer programs across service delivery by program level for each LEA $\begin{matrix}\text{CDE 148}\\ \text{Form III}\end{matrix} [(4,1-4,1-n)+(5,1-4,1-n)+(6,1-4,1-n)]$

Analyses

enrollment in extended school year
s across all LEA's and across service
y by program level

E 148
rm III [(1,1-5)+(2,1-5)+(3,1-5)]

enrollment in extended school year
ns across service delivery by program
or each LEA

I [(1,1-5,1-n)+(2,1-5,1-n)+(3,1-5,1-n)]

enrollment in special summer programs
all LEA's and across service delivery by
n level

DE 148
orm III [(4,1-4)+(5,1-4)+(6,1-4)]

enrollment in special summer programs
service delivery by program level for
EA

8
II [(4,1-4,1-n)+(5,1-4,1-n)+(6,1-4,1-n)]

Data Items

1.14 CDE - Form III (1,1-5,1-n)
148 (enrollment in itinerant program, program levels in column 8, LEA's)
(2,1-5,1-n) (enrollment in resource program, program levels in column 8, LEA's)
(3,1-5,1-n) (self contained programs, program levels in column 8, LEA's)

[Number of students]

1.15 CDE - Form III (4,1-4,1-n)
148 (enrollment in itinerant program, program levels in column 8, LEA's)
(5,1-4,1-n) (enrollment in resource program, program levels in column 8, LEA's)
(6,1-4,1-n) (enrollment in self contained programs, program levels in column 8, LEA's)

[Number of students]

Management Questions	Analyses
1.16 What is the enrollment in extended school year Special Education programs by service delivery (a) across all LEA's (b) for each LEA?	1.16(a) Sum the enrollment in extended schoo programs across LEA's by service del $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{Form III}}[(1-3,1)+(1-3,2)+(1-3,n$
	1.16(b) Sum the enrollment in extended schoo programs by service delivery for eac ${}^{\text{CDE 148}}_{\text{Form III}}[(1-3,1,1-n)+(1-3,2,1-n)+(1-$
1.17 What is the enrollment in special summer Special Education programs by service delivery (a) across all LEA's (b) for each LEA?	1.17(a) Sum the enrollment in special summer across LEA's by service delivery $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{Form III}}[(4-6,1)+(4-6,2)+(4-6,n)$
	1.17(b) Sum the enrollment in special summer by service delivery for each LEA ${}^{\text{CDE 148}}_{\text{Form III}}[(4-6,1,1-n)+(4-6,2,1-n)+(4-6$
1.18 How many children are being served by each LEA under contractual arrangements with other LEA's?	1.18 Count the number of non-resident stud LEA's list $f\,{}^{\text{CDE 4}}_{\text{Pg. 28}}(\text{NIN 7:7,1 list}),(1-n)$

Analyses	Data Items
Sum the enrollment in extended school year programs across LEA's by service delivery $\sum_{\text{LEA's}} {}_{\text{Form III}}^{\text{CDE 148}}[(1-3,1)+(1-3,2)+(1-3,n)]$ Sum the enrollment in extended school year programs by service delivery for each LEA ${}_{\text{Form III}}^{\text{CDE 148}}[(1-3,1,1-n)+(1-3,2,1-n)+(1-3,n,1-n)]$	1.16 CDE 148 - Form III (1-3,1,1-n) (enrollment by service delivery, title of first program, LEA's) (1-3,2,1-n) (enrollment by service delivery, title of second program, LEA's) (1-3,n,1-n) (enrollment by service delivery, title of nth program, LEA's) [Number of students]
Sum the enrollment in special summer programs across LEA's by service delivery $\sum_{\text{LEA's}} {}_{\text{Form III}}^{\text{CDE 148}}[(4-6,1)+(4-6,2)+(4-6,n)]$ Sum the enrollment in special summer programs by service delivery for each LEA ${}_{\text{Form III}}^{\text{CDE 148}}[(4-6,1,1-n)+(4-6,2,1-n)+(4-6,n,1-n)]$	1.17 CDE 148 - Form III (4-6,1,1-n) (enrollment by service delivery, title of first program, LEA's) (4-6,2,1-n) (enrollment by service delivery, title of second program, LEA's) (4-6,n,1-n) (enrollment by service delivery, title of nth program, LEA's) [Number of students]
Count the number of non-resident students on each LEA's list $f_{\text{Pg. 28}}^{\text{CDE 4}}(\text{NIN 7:7,1 list}),(1-n)$	1.18 CDE 4 - Pg. 28 (NIN 7:7,1 list,1-n) (LEA number of non-resident pupils,LEA's) [Number of non-resident LEA's]

Management Questions	Analyses
1.19 How many children from each LEA are being served under contractual arrangements with other LEA's?	1.19 Count the number of non-resident students each LEA and sum across all LEA's lists $\sum_{\text{LEA's}} f^{\text{CDE 4}}_{\text{Pg. 28}}$ (NIN 7:7,1 list, 1-n)
1.20 How many children are being served under contract arrangement between LEA's by handicap area?	1.20 Count the number of non-resident students each LEA by handicap condition and sum acr LEA's lists $\sum_{\text{LEA's}} f^{\text{CDE 4}}_{\text{Pg. 28}}$ (NIN 7:7,1 list*NIN 6:1
1.21 How many teachers and pupils are there by handicap condition and how many LEA's have program by handicap condition?	1.21(1) Sum the number of teachers across LEA's by handicap condition $\sum_{\text{LEA's}}{}^{\text{CDE 4}}_{\text{Pg. 16}}$ (NIN 1:1,4-13)
	1.21(2) Sum the number of pupils across LEA's by condition $\sum_{\text{LEA's}}{}^{\text{CDE 4}}_{\text{Pg. 16}}$(NIN 1:2,4-9&11)
	1.21(3) Count the number of LEA's with programs by handicap condition $f^{\text{CDE 4}}_{\text{Pg. 16}}$ non zero or non blank entries (NIN 1:1

Analyses	Data Items
Count the number of non-resident students from each LEA and sum across all LEA's lists $\sum_{\text{LEA's}} f \begin{matrix}\text{CDE 4}\\ \text{Pg. 28}\end{matrix}$ (NIN 7:7,1 list, 1-n)	1.19 CDE - 4 Pg. 28 (NIN 7:7,1 list,1-n) (LEA number of non-resident, pupils, LEA's) [Number of non-resident LEA's]
Count the number of non-resident students from each LEA by handicap condition and sum across all LEA's lists $\sum_{\text{LEA's}} f \begin{matrix}\text{CDE 4}\\ \text{Pg. 28}\end{matrix}$ (NIN 7:7,1 list*NIN 6:1-4)	1.20 CDE - 4 Pg. 28 (NIN 7:7,1 list) (LEA number of non-resident, pupils) (NIN 6:1-4) (handicap condition) [Number of non-resident LEA's] [Handicap condition]
) Sum the number of teachers across LEA's by handicap condition $\sum_{\text{LEA's}} \begin{matrix}\text{CDE 4}\\ \text{Pg. 16}\end{matrix}$ (NIN 1:1,4-13)	1.21 CDE - 4 (1) Pg. 16 (NIN 1:1,4-13) (number of personnel, handicap condition) [Number of teachers]
) Sum the number of pupils across LEA's by handicap condition $\sum_{\text{LEA's}} \begin{matrix}\text{CDE 4}\\ \text{Pg. 16}\end{matrix}$ (NIN 1:2,4-9&11)	1.21 CDE - 4 (2) Pg. 16 (NIN 1:2,4-9&11) (pupils served, handicap condition) [Number of students]
3) Count the number of LEA's with programs by handicap condition $f \begin{matrix}\text{CDE 4}\\ \text{Pg. 16}\end{matrix}$ non zero or non blank entries (NIN 1:1,4-13)	1.21 CDE - 4 (3) Pg. 16 (NIN1:1,4-13) (number of personnel, handicap condition) [Number of LEA's]

	Management Questions		Analyses
1.22	How does the number of non-residents being served compare with the number of filings for foster home maintenance?	1.22	For each LEA count the number of filings Foster Home Maintenance with the LEA nam LEA of attendance (Pg. 27, NIN3 and NIN Compare this data (number of filings wit number of non-residents reported for the (Pg. 28) (NIN7:7,1 list)
1.23	What was the demographic area distribution percentage wise of the children receiving services (a) across projects (b) for each project?	1.23(a)	Sum the number of participants across pr demographic area and divide by the sum o participants across projects $\frac{\sum_{\text{Projects}} \text{OE9025 (13D:s,1-4)}}{\sum_{\text{Projects}} \text{OE 9025 (13D:s,5)}}$
		1.23(b)	For the number of participants for each demographic area, divide by the number o participants for each project $\frac{\text{OE9025 (13D:s,1-4,1-n)}}{\text{OE9025 (13D:s,5,1-n)}}$

Analyses	Data Items
or each LEA count the number of filings for oster Home Maintenance with the LEA named as the EA of attendance (Pg. 27, NIN3 and NIN 4). ompare this data (number of filings with the umber of non-residents reported for the LEA Pg. 28) (NIN7:7,1 list)	1.22 CDE 4 - Pg. 27 (NIN3) (LEA of attendance) Pg. 27 (NIN4) (county of attendance) Pg. 28 (NIN7:7, 1 list) (LEA number of non-residents, pupil) [LEA of attendance] [County of attendance] [LEA non-resident code]
um the number of participants across projects by emographic area and divide by the sum of the total articipants across projects $\frac{\sum_{\text{Projects}} \text{OE9025 (13D:s,1-4)}}{\sum_{\text{Projects}} \text{OE 9025 (13D:s,5)}}$ or the number of participants for each project by emographic area, divide by the number of articipants for each project $\frac{\text{OE9025 (13D:s,1-4,1-n)}}{\text{OE9025 (13D:s,5,1-n)}}$	1.23 OE 9025 - (13D:s,1-4,1-n) (number of children,demographic area, projects) (13D:s,5) (number of children total , projects) [Number of children]

Management Questions	Analyses
1.24 What were the percentages of participants by minority groups (a) across projects (b) for each project?	1.24(a) Sum the number of participant minority group and divide by of participants across projec $\frac{\sum_{\text{Projects}} \text{OE9025 (13E:u,6-9)}}{\sum_{\text{Projects}} \text{OE9025 (13A:g,12)}}$
	1.24(b) For the number of participant by minority group, divide by participants for each project $\frac{\text{OE9025 (13E:u,6-9,1-n)}}{\text{OE9025 (13A:g,12)}}$
1.25 What were the percentages of total participants belonging to the following categories: preschool, Voc. Ed., multi-handicapped, non-public schools, children receiving only incidental services (a) across projects (b) for each project?	1.25(a) Sum the number of participants categories and divide by the s participants across projects $\frac{\sum_{\text{Projects}} \text{OE9025 (13E:t,1-5)}}{\sum_{\text{Projects}} \text{OE9025 (13A:g,12)}}$
	1.25(b) For the number of participants by categories, divide by the nu for each project $\frac{\text{OE9025 (13E:t,1-5)}}{\text{OE9025 (13A:g,12)}}$

Analyses	Data Items
) Sum the number of participants across projects by minority group and divide by the sum of the number of participants across projects $$\frac{\sum_{\text{Projects}} \text{OE9025 (13E:u,6-9)}}{\sum_{\text{Projects}} \text{OE9025 (13A:g,12)}}$$) For the number of participants in each project by minority group, divide by the number of participants for each project $$\frac{\text{OE9025 (13E:u,6-9,1-n)}}{\text{OE9025 (13A:g,12)}}$$	1.24 OE 9025 - (13E:u,6-9,1-n) (number of children, minority group, projects) (13A:g,12 1-n) (total number of children, total, projects) [Number of children]
) Sum the number of participants across projects by categories and divide by the sum of the number of participants across projects $$\frac{\sum_{\text{Projects}} \text{OE9025 (13E:t,1-5)}}{\sum_{\text{Projects}} \text{OE9025 (13A:g,12)}}$$) For the number of participants for each project by categories, divide by the number of participants for each project $$\frac{\text{OE9025 (13E:t,1-5)}}{\text{OE9025 (13A:g,12)}}$$	1.25 OE 9025 - (13E:t,1-5,1-n) (number of children, categories, projects) (13A:g,12,1-n) (total number of children, total, projects) [Number of children]

Management Questions	Analyses
1.26 What is the rate of amelioration among handicapped children in Special Education (a) across all LEA's (b) for each LEA?	1.26(a) Sum the number of handicapped children amelior across LEA's and program levels and divide by total enrollment on October 31 plus new entrie October 31 summed across LEA's and program lev $\dfrac{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program} \\ \text{level}}} \begin{matrix}\text{CDE 148} \\ \text{Form I}\end{matrix} (F,9)}{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program} \\ \text{level}}} \begin{matrix}\text{CDE 148} \\ \text{Form I}\end{matrix} [(D,9)+(E,9}$
	1.26(b) Sum the number of handicapped children amelior program level for each LEA and divide by the t ment on Oct. 31 plus new entries after Oct. 31 across program levels for each LEA $\dfrac{\sum\limits_{\substack{\text{Program} \\ \text{level}}} \begin{matrix}\text{CDE 148} \\ \text{Form I}\end{matrix} (F,9,1\text{-}n)}{\sum\limits_{\substack{\text{Program} \\ \text{level}}} \begin{matrix}\text{CDE 148} \\ \text{Form I}\end{matrix} [(D,9,1\text{-}n)+(}$

Analyses

umber of handicapped children ameliorated
A's and program levels and divide by the
ollment on October 31 plus new entries after
1 summed across LEA's and program levels

$$\frac{\sum\limits_{\text{LEA's}}\ \sum\limits_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Form I}\end{matrix}\ (F,9)}{\sum\limits_{\text{LEA's}}\ \sum\limits_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Form I}\end{matrix}\ [(D,9)+(E,9)]}$$

umber of handicapped children ameliorated across
level for each LEA and divide by the total enroll-
Oct. 31 plus new entries after Oct. 31 summed
rogram levels for each LEA

$$\frac{\sum\limits_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Form I}\end{matrix}\ (F,9,1\text{-}n)}{\sum\limits_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Form I}\end{matrix}\ [(D,9,1\text{-}n)+(E,9,1\text{-}n)]}$$

Data Items

1.26 CDE-Form I (F,9,1-5,1-n)
148 (amelioration, total, program level, LEA's)
(D,9,1-5,1-n) Enrollment as of Oct. 31, total, program level, LEA's)
(E,9,1-5,1-n) Enrollment after Oct. 31, total, program level, LEA's)
[Number of students]

	Management Questions		Analyses
1.27	What is the rate of amelioration among handicapped children in Special Education by handicap (a) across all LEA's (b) for each LEA?	1.27(a)	Sum number of handicapped children ameliora and program level by handicap condition an number enrolled on October 31 plus those en 31 summed across LEA's and program level $\dfrac{\displaystyle\sum_{\text{LEA's}}\sum_{\substack{\text{Program}\\ \text{level}}} \substack{\text{CDE }148\\ \text{Form I}}(F,1\text{-}8)}{\displaystyle\sum_{\text{LEA's}}\sum_{\substack{\text{Program}\\ \text{level}}} \substack{\text{CDE }148\\ \text{Form I}}[(D,1\text{-}8)+(E,}$
		1.27(b)	Sum the number of handicapped children ame program level by handicap condition for ea divide by the total enrollment on Oct. 31 entries after Oct. 31 summed across progra each LEA $\dfrac{\displaystyle\sum_{\substack{\text{Program}\\ \text{level}}} \substack{\text{CDE }148\\ \text{Form I}}(F,1\text{-}8,1\text{-}n)}{\displaystyle\sum_{\substack{\text{Program}\\ \text{level}}} \substack{\text{CDE }148\\ \text{Form I}}[(D,1\text{-}8,1\text{-}n)+(E,1}$

Analyses

number of handicapped children ameliorated across LEA's
program level by handicap condition and divide by the
er enrolled on October 31 plus those entering after October
ummed across LEA's and program level

$$\frac{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{level}}} \substack{\text{CDE 148}\\\text{Form I}}(F,1\text{-}8)}{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{level}}} \substack{\text{CDE 148}\\\text{Form I}}[(D,1\text{-}8)+(E,1\text{-}8)]}$$

the number of handicapped children ameliorated across
ogram level by handicap condition for each LEA and
vide by the total enrollment on Oct. 31 plus new
tries after Oct. 31 summed across program level for
ch LEA

$$\frac{\sum_{\substack{\text{Program}\\\text{level}}} \substack{\text{CDE 148}\\\text{Form I}}(F,1\text{-}8,1\text{-}n)}{\sum_{\substack{\text{Program}\\\text{level}}} \substack{\text{CDE 148}\\\text{Form I}}[(D,1\text{-}8,1\text{-}n)+(E,1\text{-}8,1\text{-}n)]}$$

1.27

Data Items

CDE-Form I (F,1-8,1-5,1-n)
148 (amelioration,
handicap condition, program
level, LEA's)
(D,1-8,1-5,1-n)
(enrollment as of
Oct. 31, handicap condition,
program level, LEA's)
(E,1-8,1-5 ,1-n)(enrollment
after Oct. 31, handicap
condition, program level,
LEA's)

[Number of students]

Management Questions	Analyses
1.28 What is the rate of amelioration among handicapped children in Special Education by program level (a) across all LEA's (b) for each LEA?	1.28(a) Sum the number of ameliorated handicappe across LEA's by program level and divide October 31 total enrollment and total ne summed across LEA's $\frac{\sum_{\text{LEA's}} \text{CDE 148 Form I } (F,9,1-5)}{\sum_{\text{LEA's}} \text{CDE 148 Form I } [(D,9,1-5)+(E,9,1}$
	1.28(b) **Divide the number of ameliorated handica for each program level and for each LEA enrollment on Oct. 31 plus the new entri 31 for each program level and for each L** $\frac{\text{CDE 148}_{\text{Form I}}(F,9,1-5,1-n)}{\text{CDE 148 Form I } [(D,9,1-5,1-n)+(E,9,1}$

Analyses

number of ameliorated handicapped children LEA's by program level and divide by the 31 total enrollment and total new entries across LEA's

$$\frac{\sum_{\text{LEA's}} \underset{\text{Form I}}{\text{CDE 148}}\ (F,9,1\text{-}5)}{\sum_{\text{LEA's}} \underset{\text{Form I}}{\text{CDE 148}}\ [(D,9,1\text{-}5)+(E,9,1\text{-}5)]}$$

the number of ameliorated handicapped children h program level and for each LEA by the total ent on Oct. 31 plus the new entries after Oct. each program level and for each LEA

$$\frac{\underset{\text{Form I}}{\text{CDE 148}}(F,9,1\text{-}5,1\text{-}n)}{\underset{\text{Form I}}{\text{CDE 148}}\ [(D,9,1\text{-}5,1\text{-}n)+(E,9,1\text{-}5,1\text{-}n)]}$$

Data Items

1.28 CDE-Form I (F,9,1-5,1-n)
148 (amelioration, total, program level , LEA's)
(D,9,1-5,1-n)(enrollment as of Oct. 31, total, program level , LEA's)
(E,9,1-5,1-n)(enrollment after Oct. 31, total, program level , LEA's)

[Number of students]

Management Questions	Analyses
1.29 What is the rate of transfer among handicapped children in Special Education due to restaffing (a) across all LEA's (b) for each LEA?	1.29(a) Sum number of transfers due to restaffing across all LEA's and program level and divide by the sum of the total Oct.31 enrollment plus the total new entries after Oct. 31 across all LEA's $\dfrac{\sum\limits_{\text{LEA's}}\sum\limits_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Form I}}{\text{CDE 148}}(G,9)}{\sum\limits_{\text{LEA's}}\sum\limits_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Form I}}{\text{CDE 148}}[(D,9)+(E,9)]}$ 1.29(b) Sum the number of transfers due to restaffing across program level per each LEA and divide by the sum of the total Oct. 31 enrollment plus the total new entries after Oct. 31 $\dfrac{\sum\limits_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Form I}}{\text{CDE 148}}(G,9,1\text{-}n)}{\sum\limits_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Form I}}{\text{CDE 148}}[(D,9,1\text{-}n)+(E,9,1\text{-}n)]}$

ses

ansfers due to restaffing across
ogram level and divide by the
Oct.31 enrollment plus the
es after Oct. 31 across all LEA's

E 148 (G,9)
rm I

E 148[(D,9)+(E,9)]
rm I

of transfers
ng across program level per
vide by the sum of the total
ent plus the total new entries

(G,9,1-n)

[(D,9,1-n)+(E,9,1-n)]

Data Items

1.29 CDE-Form I(G,9,1-5,1-n)
148 (transfer due to restaffing,
total, program level,
LEA's)

(D,9,1-5,1-n)(enrollment
as of Oct. 31, total,
program level , LEA's)
(E,9,1-5,1-n)(enrollment
after Oct. 31, total,
program level , LEA's)

[Number of students]

	Management Questions		Analyses
1.30	What is the rate of transfer among handicapped children in Special Education due to reasons other than those of amelioration and restaffing (a) across all LEA's (b) for each LEA?	1.30(a)	Sum the number of transfers due to other reasons across program level and across LEA's and divide by the sum of total Oct. enrollment plus the total new entries aft Oct. 31 across program level and across LEA's $\dfrac{\sum\limits_{\text{LEA's}}\ \sum\limits_{\substack{\text{Program}\\ \text{level}}} \overset{\text{CDE 148}}{\text{Form I}}(H,9)}{\sum\limits_{\text{LEA's}}\ \sum\limits_{\substack{\text{Program}\\ \text{level}}} \overset{\text{CDE 148}}{\text{Form I}}[(D,9)+(E,9)]}$
		1.30(b)	Sum the number of transfers due to other reasons across program level for each LEA and divide by the sum of the total Oct. 3 enrollment plus the total new entries afte Oct. 31 across program level for each LEA $\dfrac{\sum\limits_{\substack{\text{Program}\\ \text{level}}} \overset{\text{CDE 148}}{\text{Form I}}(H,9,1\text{-}n)}{\sum\limits_{\substack{\text{Program}\\ \text{level}}} \overset{\text{CDE 148}}{\text{Form I}}[(D,9,1\text{-}n)+(E,9,1\text{-}n)]}$

Analyses

the number of transfers due to other
ons across program level and across
s and divide by the sum of total Oct. 31
llment plus the total new entries after
31 across program level and across
s

$$\frac{\sum_{\text{s Program level}} \overset{\text{CDE 148}}{\text{Form I}} (H,9)}{\sum_{\text{s Program level}} \overset{\text{CDE 148}}{\text{Form I}} [(D,9)+(E,9)]}$$

the number of transfers due to other
ons across program level for each LEA
divide by the sum of the total Oct. 31
llment plus the total new entries after
31 across program level for each LEA

$$\frac{\sum_{\text{gram vel}} \overset{\text{CDE 148}}{\text{Form I}} (H,9,1\text{-}n)}{\sum_{\text{gram vel}} \overset{\text{CDE 148}}{\text{Form I}} [(D,9,1\text{-}n)+(E,9,1\text{-}n)]}$$

Data Items

1.30 CDE-148 Form I(H,9,1-5,1-n) (transfer due to other reasons, total, program level, LEA's) (D,9,1-5,1-n) (enrollment as of Oct. 31, total, program level, LEA's) (E,9,1-5,1-n)(new entries after Oct. 31, total, program level, LEA's)

[Number of students]

Management Questions	Analyses
1.31 What is the rate of transfer among handicapped children in Special Education by handicap due to restaffing (a) across all LEA's (b) for each LEA?	1.31(a) Sum the number of transfers due to restaffing across program level and across LEA's by handicap condition and divide by the sum of the total enrollment as of Oct. 31 plus the total new entries after Oct. 31 across program level and across LEA's by handicap condition $\dfrac{\sum_{\text{LEA's}}\sum_{\text{Program level}}\text{CDE }148_{\text{Form I}}^{(G,1\text{-}8)}}{\sum_{\text{LEA's}}\sum_{\text{Program level}}\text{CDE }148_{\text{Form I}}[(D,1\text{-}8)+(E,1\text{-}8)]}$ 1.31(b) Sum the number of transfers due to restaffing across program level by handicap condition for each LEA and divide by the sum of the total enrollment as of Oct. 31 plus the total new entries after Oct. 31 across program level by handicap condition for each LEA $\dfrac{\sum_{\text{Program level}}\text{CDE }148_{\text{Form I}}^{(G,1\text{-}8,1\text{-}n)}}{\sum_{\text{Program level}}\text{CDE }148_{\text{Form I}}[(D,1\text{-}8,1\text{-}n)+(E,1\text{-}8,1\text{-}n)]}$

Analyses

) Sum the number of transfers due to restaffing across program level and across LEA's by handicap condition and divide by the sum of the total enrollment as of Oct. 31 plus the total new entries after Oct. 31 across program level and across LEA's by handicap condition

$$\frac{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form I}}(G,1\text{-}8)}{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form I}}[(D,1\text{-}8)+(E,1\text{-}8)]}$$

b) Sum the number of transfers due to restaffing across program level by handicap condition for each LEA and divide by the sum of the total enrollment as of Oct. 31 plus the total new entries after Oct. 31 across program level by handicap condition for each LEA

$$\frac{\sum\limits_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form I}}(G,1\text{-}8,1\text{-}n)}{\sum\limits_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form I}}[(D,1\text{-}8,1\text{-}n)+(E,1\text{-}8,1\text{-}n)]}$$

Data Items

1.31 CDE-148 Form I(G,1-8,1-5,1-n) (transfers due to restaffing, handicap condition, program level, LEA's)
(D,1-8,1-5,1-n)(enrollment as of Oct. 31, handicap condition, program level, LEA's)
(E,1-8,1-5,1-n)(new entries after Oct. 31, handicap condition, program level, LEA's)

[Number of students]

Management Questions	Analyses
1.32 What is the rate of transfer among handicapped children in Special Education by handicap condition due to reasons other than those of amelioration and restaffing (a) across all LEA's (b) for each LEA?	1.32(a) Sum the number of transfers due to other reas across program level and across LEA's by hand cap condition and divide by the sum of the to enrollment as of Oct. 31 plus the total new entries after Oct. 31 across program level an across LEA's by handicap condition $\dfrac{\sum\limits_{\text{LEA's}} \sum\limits_{\text{Program level}} {}^{\text{CDE 148}}_{\text{Form I}}(H,1\text{-}8)}{\sum\limits_{\text{LEA's}} \sum\limits_{\text{Program level}} {}^{\text{CDE 148}}_{\text{Form I}}[(D,1\text{-}8)+(E,1\text{-}8)]}$
	1.32(b) Sum the number of transfers due to other reas across program level by handicap condition fo each LEA and divide by the sum of the total enrollment as of Oct. 31 plus the total new entries after Oct. 31 across program level by handicap condition for each LEA $\dfrac{\sum\limits_{\text{Program level}} {}^{\text{CDE 148}}_{\text{Form I}}(H,1\text{-}8,1\text{-}n)}{\sum\limits_{\text{Program level}} {}^{\text{CDE 148}}_{\text{Form 1}}[(D,1\text{-}8,1\text{-}n)+(E,1\text{-}8,1\text{-}n)]}$

Analyses

.32(a) Sum the number of transfers due to other reasons across program level and across LEA's by handicap condition and divide by the sum of the total enrollment as of Oct. 31 plus the total new entries after Oct. 31 across program level and across LEA's by handicap condition

$$\frac{\displaystyle\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form I}}(H,1\text{-}8)}{\displaystyle\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form I}}[(D,1\text{-}8)+(E,1\text{-}8)]}$$

.32(b) Sum the number of transfers due to other reasons across program level by handicap condition for each LEA and divide by the sum of the total enrollment as of Oct. 31 plus the total new entries after Oct. 31 across program level by handicap condition for each LEA

$$\frac{\displaystyle\sum_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form I}}(H,1\text{-}8,1\text{-}n)}{\displaystyle\sum_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form 1}}[(D,1\text{-}8,1\text{-}n)+(E,1\text{-}8,1\text{-}n)]}$$

Data Items

1.32 CDE-148 Form I(H,1-8,1-5,1-n) (transfers due to other reasons, handicap condition, program level, LEA's) (D,1-8,1-5,1-n)(Enrollment as of Oct. 31, handicap condition, program level, LEA's) (E,1-8,1-5,1-n)(new entries after Oct. 31, handicap condition, program level, LEA's)

[Number of students]

Management Questions	Analyses
1.33 What is the rate of transfer among handicapped children in Special Education by program level due to restaffing (a) across all LEA's (b) for each LEA?	1.33(a) Sum the number of transfers due to restaffi across LEA's by program level and divide by the sum of the total enrollment as of Oct. plus the total new entries after Oct. 31 across LEA's by program level $\dfrac{\sum_{\text{LEA's}} \text{CDE 148}_{\text{Form I}}(G,9,1\text{-}5)}{\sum_{\text{LEA's}} \text{CDE 148}_{\text{Form I}}[(D,9,1\text{-}5)+(E,9,1\text{-}5)]}$
	1.33(b) Divide the total number of transfers due t restaffing for each program level for each LEA by the sum of the total enrollment as of Oct. 31 plus the total new entries after Oct. 31 for each program level for each LEA $\dfrac{\text{CDE 148}_{\text{Form I}}(G,9,1\text{-}5,1\text{-}n)}{\text{CDE 148}_{\text{Form I}}[(D,9,1\text{-}5,1\text{-}n)+(E,9,1\text{-}5,1\text{-}n)]}$

Analyses

n the number of transfers due to restaffing ross LEA's by program level and divide by e sum of the total enrollment as of Oct. 31 us the total new entries after Oct. 31 ross LEA's by program level

$$\frac{\sum_{\text{A's}} \overset{\text{CDE 148}}{\text{Form I}}(G,9,1\text{-}5)}{\sum_{\text{A's}} \overset{\text{CDE 148}}{\text{Form I}}[(D,9,1\text{-}5)+(E,9,1\text{-}5)]}$$

vide the total number of transfers due to staffing for each program level for each A by the sum of the total enroll- nt as of Oct. 31 plus the total new tries after Oct. 31 for each program vel for each LEA

$$\frac{\overset{\text{DE 148}}{\text{rm I}}(G,9,1\text{-}5,1\text{-}n)}{\overset{\text{DE 148}}{\text{rm I}}[(D,9,1\text{-}5,1\text{-}n)+(E,9,1\text{-}5,1\text{-}n)]}$$

Data Items

1.33 CDE-148 Form I(G, 9, 1-5,1-n) (transfers due to restaffing, total, program level, LEA's) (D,9,1-5,1-n)(enrollment as of Oct. 31, total, program level, LEA's) (E,9,1-5)(new entries after Oct. 31, total program level, LEA's) [Number of students]

Management Questions	Analyses
1.34 What is the rate of transfer among handicapped children in Special Education by program level due to reasons other than those of amelioration and restaffing (a) across all LEA's (b) for each LEA?	1.34(a) Sum the total number of transfers due to other reasons across LEA's by program level and divide by the sum of the total enrollment as of Oct. 31 plus the total new entries after Oct. 31 across LEA's by program level $\dfrac{\sum_{\text{LEA's}} \overset{\text{CDE 148}}{\text{Form I}} (H,9,1\text{-}5)}{\sum_{\text{LEA's}} \overset{\text{CDE 148}}{\text{Form I}} [(D,9,1\text{-}5)+(E,9,1\text{-}5)]}$
	1.34(b) Divide the total number of transfers due to other reasons for each program level for each LEA by the sum of the total enrollment as of Oct. 31 plus the total new entries after Oct. 31 for each program level for each LEA $\dfrac{\overset{\text{CDE 148}}{\text{Form I}} (H,9,1\text{-}5,1\text{-}n)}{\overset{\text{CDE 148}}{\text{Form I}} [(D,9,1\text{-}5,1\text{-}n)+(E,9,1\text{-}5,1\text{-}n)]}$

Analyses

a) Sum the total number of transfers due to other reasons across LEA's by program level and divide by the sum of the total enrollment as of Oct. 31 plus the total new entries after Oct. 31 across LEA's by program level

$$\frac{\sum_{\text{LEA's}} \underset{\text{Form I}}{\text{CDE 148}} (H,9,1\text{-}5)}{\sum_{\text{LEA's}} \underset{\text{Form I}}{\text{CDE 148}} [(D,9,1\text{-}5)+(E,9,1\text{-}5)]}$$

b) Divide the total number of transfers due to other reasons for each program level for each LEA by the sum of the total enrollment as of Oct. 31 plus the total new entries after Oct. 31 for each program level for each LEA

$$\frac{\underset{\text{Form I}}{\text{CDE 148}} (H,9,1\text{-}5,1\text{-}n)}{\underset{\text{Form I}}{\text{CDE 148}} [(D,9,1\text{-}5,1\text{-}n)+(E,9,1\text{-}5,1\text{-}n)]}$$

Data Items

1.34 CDE-148 Form I(H,9,1-5,1-n) (transfers for other reasons, total, program level, LEA's)
(D,9,1-5,1-n)(enrollment as of Oct. 31, total, program level, LEA's)
(E,9,1-5,1-n)(new entries after Oct. 31, total, program level, LEA's)

[Number of students]

Management Questions	Analyses
1.35 What is the average daily enrollment per FTE teacher in Special Education programs (a) across all LEA's (b) for each LEA?	1.35(a) Sum across LEA's, program level, handica condition and service delivery, the tota teacher FTE and divide by the total enrol ment summed across LEA's, program level, handicap condition and service delivery $\frac{\sum_{\text{LEA's}} \sum_{\text{Program level}} \sum_{\text{Handicap condition}} \sum_{\text{Service delivery}} \text{CDE 14 Dir.Rp}}{\sum_{\text{LEA's}} \sum_{\text{Program level}} \sum_{\text{Handicap condition}} \sum_{\text{Service delivery}} \text{CDE 14 Dir.Rp}}$
	1.36(b) Sum across program level, handicap condit service delivery the total teacher FTE fo each LEA and divide by the total enrollme summed across program level, handicap con dition, service delivery for each LEA $\frac{\sum_{\text{Program level}} \sum_{\text{Handicap condition}} \sum_{\text{Service delivery}} \text{CDE 148 Dir. Rpt B (2}}{\sum_{\text{Program level}} \sum_{\text{Handicap condition}} \sum_{\text{Service delivery}} \text{CDE 148 Dir. Rpt B}^{(1}}$

Analyses

across LEA's, program level, handicap
dition and service delivery, the total
cher FTE and divide by the total enroll-
t summed across LEA's, program level,
dicap condition and service delivery

$$\frac{\sum_{\text{A's}} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Handicap}\\ \text{condition}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \text{CDE 148 Dir.Rpt B}^{(2,2)}}{\sum_{\text{A's}} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Handicap}\\ \text{condition}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \text{CDE 148 Dir.Rpt B}^{(1,2)}}$$

m across program level, handicap condition,
rvice delivery the total teacher FTE for
ch LEA and divide by the total enrollment
mmed across program level, handicap con-
tion, service delivery for each LEA

$$\frac{\sum_{\substack{\text{rogram}\\ \text{level}}} \sum_{\substack{\text{Handicap}\\ \text{condition}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \text{CDE 148 Dir. Rpt B}^{(2,2,1\text{-}n)}}{\sum_{\substack{\text{rogram}\\ \text{level}}} \sum_{\substack{\text{Handicap}\\ \text{condition}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \text{CDE 148 Dir. Rpt B}^{(1,2,1\text{-}n)}}$$

Data Items

1.35 CDE-148 Dir. Rpt. B(2,2,1-5,1-8,1-3,1-n)(enrollment, total, program level, handicap condition, service delivery, LEA's) (1,2,1-5,1-8,1-3,1-n) (FTE teachers, total, program level, handicap condition, service delivery, LEA's)

[Number of students]

Management Questions		Analyses
1.36 What is the average daily enrollment per FTE teacher by program level (a) across all LEA's (b) for each LEA?	1.36(a)	Sum the total enrollment across LEA's handicap condition, service delivery, by program level and divide by total FTE teachers summed across LEA's, handicap condition and service delive by program level $\frac{\sum_{\text{LEA's}} \sum_{\text{Handicap condition}} \sum_{\text{Service delivery}} \text{CDE 148 Dir. Rpt B}^{(}}{\sum_{\text{LEA's}} \sum_{\text{Handicap condition}} \sum_{\text{Service delivery}} \text{CDE 148 Dir. Rpt B}^{(}}$
	1.36(b)	Sum the total enrollment across handi condition and service delivery by pro level for each LEA and divide by tota FTE teachers summed across handicap c tion and service delivery by program for each LEA. $\frac{\sum_{\text{Handicap condition}} \sum_{\text{Service delivery}} \text{CDE 148 Dir. Rpt B}^{(2,2,1-5,}}{\sum_{\text{Handicap condition}} \sum_{\text{Service delivery}} \text{CDE 148 Dir. Rpt B}^{(1,2,1-5,}}$

Analyses

(a) Sum the total enrollment across LEA's, handicap condition, service delivery, by program level and divide by total FTE teachers summed across LEA's, handicap condition and service delivery, by program level

$$\frac{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Handicap}\\\text{condition}}} \sum\limits_{\substack{\text{Service}\\\text{delivery}}} \substack{\text{CDE 148}\\\text{Dir. Rpt B}}^{(2,2,1-5)}}{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Handicap}\\\text{condition}}} \sum\limits_{\substack{\text{Service}\\\text{delivery}}} \substack{\text{CDE 148}\\\text{Dir. Rpt B}}^{(1,2,1-5)}}$$

6(b) Sum the total enrollment across handicap condition and service delivery by program level for each LEA and divide by total FTE teachers summed across handicap condition and service delivery by program level for each LEA.

$$\frac{\sum\limits_{\substack{\text{Handicap}\\\text{condition}}} \sum\limits_{\substack{\text{Service}\\\text{delivery}}} \substack{\text{CDE 148}\\\text{Dir. Rpt B}}^{(2,2,1-5,1-n)}}{\sum\limits_{\substack{\text{Handicap}\\\text{condition}}} \sum\limits_{\substack{\text{Service}\\\text{delivery}}} \substack{\text{CDE 148}\\\text{Dir. Rpt B}}^{(1,2,1-5,1-n)}}$$

Data Items

1.36 CDE-148 Dir. Rpt. B(2,2,1-5, 1-8,1-3,1-n)(enrollment, total, program level, handicap condition, service delivery, LEA's) (1,2,1-5,1-8,1-3,1-n)(FTE teachers, total, program level, handicap condition, service delivery, LEA's)

[Number of students]

Management Questions	Analyses
1.37 What is the average daily enrollment per teacher by service delivery (a) across all LEA's (b) for each LEA?	1.37(a) Sum the enrollment across LEA's across progra level and across handicap condition by servic delivery and divide by the sum of FTE teacher across LEA's, program level and across handic condition by service delivery $\dfrac{\sum\limits_{\text{LEA's}}\sum\limits_{\text{Program level}}\sum\limits_{\text{Handicap condition}} \text{CDE 148 Dir. Rpt. } B^{(2,2,1-3)}}{\sum\limits_{\text{LEA's}}\sum\limits_{\text{Program level}}\sum\limits_{\text{Handicap condition}} \text{CDE 148 Dir. Rpt. } B^{(1,2,1-3)}}$
	1.37(b) Sum the enrollment across program level and across handicap condition by service delivery for each LEA and divide the sum of FTE teachers across program leval and across handicap condition by service delivery for each LEA $\dfrac{\sum\limits_{\text{Program level}}\sum\limits_{\text{Handicap condition}} \text{CDE 148 Dir. Rpt. } B^{(2,2,1-3,1-n)}}{\sum\limits_{\text{Program level}}\sum\limits_{\text{Handicap condition}} \text{CDE 148 Dir. Rpt. } B^{(1,2,1-3,1-n)}}$

alyses

ollment across LEA's across program
cross handicap condition by service
d divide by the sum of FTE teachers
s, program level and across handicap
y service delivery

$$\frac{\sum_{\substack{\text{ram}\\\text{el}}} \sum_{\substack{\text{Handicap}\\\text{condition}}} \begin{matrix}\text{CDE 148}\\\text{Dir. Rpt. } B\end{matrix}^{(2,2,1-3)}}{\sum_{\substack{\text{ram}\\\text{el}}} \sum_{\substack{\text{Handicap}\\\text{condition}}} \begin{matrix}\text{CDE 148}\\\text{Dir. Rpt. } B\end{matrix}^{(1,2,1-3)}}$$

rollment across program level
handicap condition by service
or each LEA and divide the sum
chers across program leval and
dicap condition by service
or each LEA

$$\frac{\sum_{\substack{\text{Handicap}\\\text{condition}}} \begin{matrix}\text{CDE 148}\\\text{Dir. Rpt. } B\end{matrix}^{(2,2,1-3,1-n)}}{\sum_{\substack{\text{Handicap}\\\text{condition}}} \begin{matrix}\text{CDE 148}\\\text{Dir. Rpt. } B\end{matrix}^{(1,2,1-3,1-n)}}$$

Data Items

1.37 CDE-148 Dir. Rpt. B(2,2,1-5, 1-8,1-3,1-n)(enrollment, total, program level, handicap condition, service delivery, LEA's) (1,2,1-5,1-8,1-3,1-n) (FTE teachers, total, program level handicap condition, service delivery, LEA's)

[Number of students]

Management Questions	Analyses
1.38 What is the average daily enrollment per teacher by handicap (a) across all LEA's (b) for each LEA?	1.38(a) Sum the enrollment across LEA's, ac level and across service delivery b condition and divide by the sum of across LEA's, across program level, service delivery by handicap condit $\frac{\sum_{\text{LEA's}}\sum_{\text{Program level}}\sum_{\text{Service delivery}} \text{CDE 148 Dir.Rpt. } B^{(2}}{\sum_{\text{LEA's}}\sum_{\text{Program level}}\sum_{\text{Service delivery}} \text{CDE 148 Dir.Rpt. } B^{(1}}$
	1.38(b) Sum the enrollment across program l across service delivery by handicap and divide by the sum of FTE teache service delivery by handicap condit $\frac{\sum_{\text{Program level}}\sum_{\text{Service delivery}} \text{CDE 148 Dir. Rpt. } B^{(2,2,1-8}}{\sum_{\text{Program level}}\sum_{\text{Service delivery}} \text{CDE 148 Dir. Rpt. } B^{(1,2,1-8}}$

Analyses

8(a) Sum the enrollment across LEA's, across program level and across service delivery by handicap condition and divide by the sum of FTE teachers across LEA's, across program level, and across service delivery by handicap condition

$$\frac{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \begin{array}{l}\text{CDE 148}\\ \text{Dir.Rpt.}\end{array} B^{(2,2,1-8)}}{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \begin{array}{l}\text{CDE 148}\\ \text{Dir.Rpt.}\end{array} B^{(1,2,1-8)}}$$

8(b) Sum the enrollment across program level and across service delivery by handicap condition and divide by the sum of FTE teachers across service delivery by handicap condition for each LEA

$$\frac{\sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \begin{array}{l}\text{CDE 148}\\ \text{Dir. Rpt.}\end{array} B^{(2,2,1-8,1-n)}}{\sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \begin{array}{l}\text{CDE 148}\\ \text{Dir. Rpt.}\end{array} B^{(1,2,1-8,1-n)}}$$

Data Items

1.38 CDE-148 Dir. Rpt. B(2,2,1-5,1-8,1-3,1-n)(enrollment, total, program level, handicap condition, service delivery, LEA's) (1,2,1-5,1-8,1-3,1-n) (FTE teachers, total, Program level, handicap condition, service delivery, LEA's)

[Number of students]

Management Questions		Analyses
1.39 What is the average daily caseload per teacher in Special Education itinerant programs (a) across all LEA's (b) for each LEA?	1.39(a)	Sum the ADCL across LEA's and across level and divide by the sum of the F across the LEA's and across program $\frac{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Form II}}{\text{CDE 148}}(2,10)}{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Form II}}{\text{CDE 148}}(1,10)}$
	1.39(b)	Sum the ADCL across program level fo LEA and divide by the sum of the FTE across program level for each LEA $\frac{\sum\limits_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Form II}}{\text{CDE 148}}(2,10,1\text{-}n)}{\sum\limits_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Form II}}{\text{CDE 148}}(1,10,1\text{-}n)}$

Analyses

ADCL across LEA's and across program
d divide by the sum of the FTE teachers
he LEA's and across program level

$$\frac{\sum_{\substack{\text{ogram}\\ \text{evel}}} {}^{\text{CDE 148}}_{\text{Form II}}\,(2,10)}{\sum_{\substack{\text{ogram}\\ \text{evel}}} {}^{\text{CDE 148}}_{\text{Form II}}(1,10)}$$

ADCL across program level for each
divide by the sum of the FTE teachers
program level for each LEA

$$\frac{{}^{\text{CDE 148}}_{\text{Form II}}(2,10,1\text{-}n)}{{}^{\text{CDE 148}}_{\text{Form II}}(1,10,1\text{-}n)}$$

Data Items

1.39 CDE-148 Form II(2,10,1-4,1-n)(ADCL in itinerant programs, total, program level, LEA's)
(1,10,1-4,1-n)(FTE teachers in itinerant programs, total, program level, LEA's)

Management Questions	Analyses
1.40 What is the average daily caseload per teacher in Special Education resource programs (a) across all LEA's (b) for each LEA?	1.40(a) Sum the ADCL across LEA's and across level and divide by the sum of the FT across the LEA's and across program l $\dfrac{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\\text{level}}} \begin{smallmatrix}\text{CDE 148}\\\text{Form II}\end{smallmatrix}(4,10)}{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\\text{level}}} \begin{smallmatrix}\text{CDE 148}\\\text{Form II}\end{smallmatrix}(3,10)}$
	1.40(b) Sum the ADCL across program level for LEA and divide by the sum of the FTE teachers across program level for eac $\dfrac{\sum\limits_{\substack{\text{Program}\\\text{level}}} \begin{smallmatrix}\text{CDE 148}\\\text{Form II}\end{smallmatrix}(4,10,1\text{-}n)}{\sum\limits_{\substack{\text{Program}\\\text{level}}} \begin{smallmatrix}\text{CDE 148}\\\text{Form II}\end{smallmatrix}(3,10,1\text{-}n)}$

Analyses

) Sum the ADCL across LEA's and across program level and divide by the sum of the FTE teachers across the LEA's and across program level

$$\frac{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\\text{level}}} \text{CDE 148 Form II}(4,10)}{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\\text{level}}} \text{CDE 148 Form II}(3,10)}$$

) Sum the ADCL across program level for each LEA and divide by the sum of the FTE teachers across program level for each LEA

$$\frac{\sum\limits_{\substack{\text{Program}\\\text{level}}} \text{CDE 148 Form II}(4,10,1\text{-}n)}{\sum\limits_{\substack{\text{Program}\\\text{level}}} \text{CDE 148 Form II}(3,10,1\text{-}n)}$$

Data Items

1.40 CDE-148 Form II(4,10,1-4,1-n) (ADCL in resource programs, total, program level. LEA's) (3,10,1-4,1-n)(FTE teachers in resource programs, total, program level, LEA's)

[Number of students]

Management Questions	Analyses
1.41 What is the average daily caseload per teacher by program level in itinerant programs (a) across all LEA's (b) for each LEA?	1.41(a) Sum the total average daily case itinerant programs across all LE by program level and divide by t total FTE teachers of itinerant program level and across LEA's $\dfrac{\sum_{\text{LEA's}} \overset{\text{CDE 148}}{\text{Form II}}(2,10,1\text{-}5)}{\sum_{\text{LEA's}} \overset{\text{CDE 148}}{\text{Form II}}(1,10,1\text{-}5)}$
	1.41(b) For the total average daily cas itinerant programs by program l each LEA, divide by the total F teachers of itinerant programs level for each LEA $\dfrac{\overset{\text{CDE 148}}{\text{Form II}}\ (2,10,1\text{-}5,1\text{-}n)}{\overset{\text{CDE 148}}{\text{Form II}}\ (1,10,1\text{-}5,1\text{-}n)}$

Analyses

the total average daily caseload of
nerant programs across all LEA's and
program level and divide by the summed
al FTE teachers of itinerant programs by
gram level and across LEA's

CDE 148
Form II (2,10,1-5)
's

CDE 148
Form II (1,10,1-5)
's

r the total average daily caseload of
inerant programs by program level in
ch LEA, divide by the total FTE
achers of itinerant programs by program
vel for each LEA

E 148
rm II (2,10,1-5,1-n)

E 148
rm II (1,10,1-5,1-n)

Data Items

1.41 CDE-148 Form II(2,10,1-5,1-n)
(ADCL in itinerant
programs, total, Program
level, LEA's)
(1,10,1-5,1-n)(FTE teacher
in itinerant programs,
total, program level,
LEA's)

[ADCL]

	Management Questions		Analyses
1.42	What is the average daily caseload per teacher-by program level in resource programs (a) across all LEA's (b) for each LEA?	1.42(a)	Sum the total average daily caseload programs across all LEA's by program divide by the summed total FTE teache programs by program level and across $\dfrac{\sum_{\text{LEA's}} \begin{smallmatrix}\text{CDE 148}\\ \text{Form II}\end{smallmatrix}(4,10,1\text{-}5)}{\sum_{\text{LEA's}} \begin{smallmatrix}\text{CDE 148}\\ \text{Form II}\end{smallmatrix}(3,10,1\text{-}5)}$
		1.42(b)	For the total average daily caseload programs by program level in each LEA by the total FTE teachers of resource by program level for each LEA $\dfrac{\begin{smallmatrix}\text{CDE 148}\\ \text{Form II}\end{smallmatrix}(4,10,1\text{-}5,1\text{-}n)}{\begin{smallmatrix}\text{CDE 148}\\ \text{Form II}\end{smallmatrix}(3,10,1\text{-}5,1\text{-}n)}$

9/12/72

ses

average daily caseload of resource
s all LEA's by program level and
summed total FTE teachers of resource
ogram level and across LEA's

(4,10,1-5)

(3,10,1-5)

average daily caseload of resource
program level in each LEA divide
FTE teachers of resource programs
evel for each LEA

,1-5,1-n)

,1-5,1-n)

Data Items

1.42 CDE-148 Form II(4,10,1-5,1-n)
(ADCL in resource
programs, total, program
level, LEA's)
(3,10,1-5, 1-n)(FTE
teachers in resource
programs, total,program
level, LEA's)

[ADCL]

Management Question	Analyses
1.43 What is the average daily caseload per teacher by handicap in itinerant programs (a) across LEA's (b) for each LEA?	1.43(a) Sum the average daily caseload of itinerant programs by handicap across program level and across LEA's and divide by the summed FTE teachers by handicap across program level and across LEA's $\dfrac{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Form II}\end{matrix}(2,1\text{-}8)}{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Form II}\end{matrix}(1,1\text{-}8)}$
	1.43(b) Sum the average daily caseload of itinerant programs by handicap across program level for each LEA and divide by the summed FTE teachers by handicap across program level for each LEA $\dfrac{\sum\limits_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Form II}\end{matrix}(2,1\text{-}8,1\text{-}n)}{\sum\limits_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Form II}\end{matrix}(1,1\text{-}8,1\text{-}n)}$

Analyses

the average daily caseload of itinerant grams by handicap across program el and across LEA's and divide by the med FTE teachers by handicap across program el and across LEA's

$$\frac{\sum_{\text{A's}} \sum_{\substack{\text{Program} \\ \text{level}}} \substack{\text{CDE 148} \\ \text{Form II}}(2,1\text{-}8)}{\sum_{\text{A's}} \sum_{\substack{\text{Program} \\ \text{level}}} \substack{\text{CDE 148} \\ \text{Form II}}(1,1\text{-}8)}$$

m the average daily caseload of itinerant ograms by handicap across program level r each LEA and divide by the summed FTE achers by handicap across program level r each LEA

$$\frac{\sum_{\substack{\text{rogram} \\ \text{evel}}} \substack{\text{CDE 148} \\ \text{Form II}}(2,1\text{-}8,1\text{-}n)}{\sum_{\substack{\text{rogram} \\ \text{level}}} \substack{\text{CDE 148} \\ \text{Form II}}(1,1\text{-}8,1\text{-}n)}$$

Data Items

1.43 CDE-148 Form II(2,1-8,1-4,1-n) (ADCL in itinerant programs, handicap condition, program level, LEA's (1,1-8,1-4,1-n)(FTE teachers in itinerant programs, handicap condition, program level, LEA's)

[ADCL]

Management Question	Analyses
1.44 What is the average daily caseload per teacher by handicap in resource programs (a) across LEA's (b) for each LEA?	1.44(a) Sum the average daily caseload of programs by handicap across progra and across LEA's and divide by the teachers by handicap across progra across LEA's $\dfrac{\sum_{\text{LEA's}}\sum_{\substack{\text{Program}\\ \text{level}}}\overset{\text{CDE 148}}{\text{Form II}}(4,1\text{-}8)}{\sum_{\text{LEA's}}\sum_{\substack{\text{Program}\\ \text{level}}}\overset{\text{CDE 148}}{\text{Form II}}(3,1\text{-}8)}$ 1.44(b) Sum the average daily caseload of programs by handicap across progra for each LEA and divide by the sum teachers by handicap across progra for each LEA $\dfrac{\sum_{\substack{\text{Program}\\ \text{level}}}\overset{\text{CDE 148}}{\text{Form II}}(4,1\text{-}8,1\text{-}n)}{\sum_{\substack{\text{Program}\\ \text{level}}}\overset{\text{CDE 148}}{\text{Form II}}(3,1\text{-}8,1\text{-}n)}$

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Analyses

.44(a) Sum the average daily caseload of resource programs by handicap across program level and across LEA's and divide by the summed FTE teachers by handicap across program level and across LEA's

$$\frac{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} \overset{\text{CDE 148}}{\text{Form II}} (4,1\text{-}8)}{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} \overset{\text{CDE 148}}{\text{Form II}} (3,1\text{-}8)}$$

1.44(b) Sum the average daily caseload of resource programs by handicap across program level for each LEA and divide by the summed FTE teachers by handicap across program level for each LEA

$$\frac{\sum\limits_{\substack{\text{Program}\\ \text{level}}} \overset{\text{CDE 148}}{\text{Form II}} (4,1\text{-}8,1\text{-}n)}{\sum\limits_{\substack{\text{Program}\\ \text{level}}} \overset{\text{CDE 148}}{\text{Form II}} (3,1\text{-}8,1\text{-}n)}$$

Data Items

1.44 CDE-148 Form II(4,1-8,1-4,1-n) (ADCL resource programs, handicap condition, program level, LEA's) (3,1-8,1-4,1-n)(FTE teachers in resource programs, handicap condition, program level, LEA's)

[ADCL]

Management Questions		Analyses
1.45 What is the average daily attendance for self-contained programs per teacher (a) across all LEA's (b) for each LEA?	1.45(a)	Sum the average daily attendance of self contained programs across program level and across LEA's and divide by the FTE teachers across program level and across LEA's $\dfrac{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\\text{level}}} {\substack{\text{CDE 148}\\\text{Form II}}}(6,10)}{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\\text{level}}} {\substack{\text{CDE 148}\\\text{Form II}}}(5,10)}$
	1.45(b)	Sum the average daily attendance of self contained programs across program level for each LEA and divide by the FTE teachers across program level for each LEA $\dfrac{\sum\limits_{\substack{\text{Program}\\\text{level}}} {\substack{\text{CDE 148}\\\text{Form II}}}(6,10,1\text{-}n)}{\sum\limits_{\substack{\text{Program}\\\text{level}}} {\substack{\text{CDE 148}\\\text{Form II}}}(5,10,1\text{-}n)}$

Analyses

verage daily attendance of self
 programs across program level
s LEA's and divide by the FTE
across program level and across

$$\frac{\sum_{\substack{\text{ogram}\\ \text{evel}}} \text{CDE 148 Form II}(6,10)}{\sum_{\substack{\text{ogram}\\ \text{evel}}} \text{CDE 148 Form II}(5,10)}$$

average daily attendance of self
d programs across program level
 LEA and divide by the FTE teachers
rogram level for each LEA

$$\frac{\text{DE 148 orm II}(6,10,1\text{-}n)}{\text{CDE 148 Form II}(5,10,1\text{-}n)}$$

Data Items

1.45 CDE-148 Form II(6,10,1-4,1-n) (ADA in self contained programs, total, program level, LEA's) (5,10,1-4,1-n)(FTE teachers in self contained programs, total program level, LEA's)

[ADA]

Management Questions		Analyses
1.46 What is the average daily attendance per teacher by program level (a) across all LEA's (b) for each LEA?	1.46(a)	Sum the total ADA by program level across and divide by the total FTE teachers by pr level across LEA's $\dfrac{\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{Form II}\end{matrix}(6,10,1\text{-}5)}{\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{Form II}\end{matrix}(5,10,1\text{-}5)}$
	1.46(b)	Take the total ADA by program level for ea LEA and divide by the total FTE teachers b program level for each LEA $\dfrac{\begin{matrix}\text{CDE 148}\\ \text{Form II}\end{matrix}(6,10,1\text{-}5,1\text{-}n)}{\begin{matrix}\text{CDE 148}\\ \text{Form II}\end{matrix}(5,10,1\text{-}5,1\text{-}n)}$
1.47 What is the average daily attendance per teacher by handicap condition (a) across LEA's (b) for each LEA?	1.47(a)	Sum the ADA across program level and acros LEA's by handicap condition and divide by FTE teachers in self contained programs su by handicap condition across program level and across LEA's $\dfrac{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Form II}\end{matrix}(6,1\text{-}8)}{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Form II}\end{matrix}(5,1\text{-}8)}$

Analyses	Data Items
) Sum the total ADA by program level across LEA's and divide by the total FTE teachers by program level across LEA's $\dfrac{\sum_{\text{LEA's}} \substack{\text{CDE 148}\\ \text{Form II}}(6,10,1\text{-}5)}{\sum_{\text{LEA's}} \substack{\text{CDE 148}\\ \text{Form II}}(5,10,1\text{-}5)}$	1.46 CDE-148 Form II(6,10,1-5,1-n) (ADA in self contained programs, total, program level, LEA's) (5,10,1-5,1-n)(FTE teachers in self contained programs, total, program level, LEA's) [ADA]
) Take the total ADA by program level for each LEA and divide by the total FTE teachers by program level for each LEA $\dfrac{\substack{\text{CDE 148}\\ \text{Form II}}(6,10,1\text{-}5,1\text{-}n)}{\substack{\text{CDE 148}\\ \text{Form II}}(5,10,1\text{-}5,1\text{-}n)}$	
) Sum the ADA across program level and across LEA's by handicap condition and divide by the FTE teachers in self contained programs summed by handicap condition across program level and across LEA's $\dfrac{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \substack{\text{CDE 148}\\ \text{Form II}}(6,1\text{-}8)}{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \substack{\text{CDE 148}\\ \text{Form II}}(5,1\text{-}8)}$	1.47 CDE-148 Form II(6,1-8,1-4,1-n) (ADA in self contained programs, handicap condition, program level, LEA's) (5,1-8,1-4,1-n)(FTE teachers in self contained programs, handicap condition, program level, LEA's) [ADA]

Management Questions	Analyses
1.47 What is the average daily attendance per teacher by handicap condition (a) across LEA's (b) for each LEA?	1.47(b) Sum the ADA across program level by handicap condition for each LEA and divide by the FTE teachers in self contained programs summed by handicap condition across program level for each LEA $\dfrac{\sum_{\substack{\text{Program}\\\text{level}}} \underset{\text{Form II}}{\text{CDE 148}}(6,1\text{-}8,1\text{-}n)}{\sum_{\substack{\text{Program}\\\text{level}}} \underset{\text{Form II}}{\text{CDE 148}}(5,1\text{-}8,1\text{-}n)}$
1.48 What is the total average daily attendance in Special Education programs for self contained classrooms (a) across all LEA's (b) for each LEA?	1.48(a) Sum the total average daily attendance in Special Education for self-contained classrooms across program level and across LEA's $\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{level}}} \underset{\text{Form II}}{\text{CDE 148}}\ (6,10)$
	1.48(b) Sum the total average daily attendance in Special Education for self contained classroom across program level for each LEA $\sum_{\substack{\text{Program}\\\text{level}}} \underset{\text{Form II}}{\text{CDE 148}}(6,10,1\text{-}n)$

nalyses

across program level by handicap
r each LEA and divide by the
in self contained programs summed
condition across program level

148
n II (6,1-8,1-n)

148
m II (5,1-8,1-n)

al average daily attendance in
cation for self-contained class-
s program level and across LEA's

CDE 148
Form II (6,10)

ram
el

al average daily attendance in
cation for self contained class-
s program level for each LEA

E 148
rm II (6,10,1-n)

Data Items

1.47 See 1.47 on preceding page

1.48 CDE-148 Form II(6,10,1-5,1-n)
(self contained, total,
program level, LEA's)

[ADA]

	Management Questions		Analyses
1.49	What is the total average daily caseload in Special Education for itinerant programs (a) across all LEA's (b) for each LEA?	1.49(a)	Sum the total average daily caseload i itinerant Special Education across pro level and across LEA's $\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form II}}(2,10)$
		1.49(b)	Sum the total average daily caseload i itinerant Special Education across pro level for each LEA $\sum_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form II}}(2,10,1\text{-}n)$
1.50	What is the total average daily caseload in Special Education for resource room programs (a) across all LEA's (b) for each LEA?	1.50(a)	Sum the total average daily caseload i resource room Special Education across program level and across LEA's $\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form II}}(4,10)$
		1.50(b)	Sum the total average daily caseload i resource room Special Education across program level for each LEA $\sum_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form II}}(4,10,1\text{-}n)$

Analyses	Data Items
n the total average daily caseload in inerant Special Education across program vel and across LEA's $\sum_{\text{A's}} \sum_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form II}}(2,10)$	1.49 CDE-148 Form II(2, 10,1-5,1-n) (itinerant, total, program level, LEA's) [ADCL]
n the total average daily caseload in inerant Special Education across program vel for each LEA $\sum_{\substack{\text{ogram}\\ \text{evel}}} {}^{\text{CDE 148}}_{\text{Form II}}(2,10,1\text{-}n)$	
m the total average daily caseload in source room Special Education across ogram level and across LEA's $\sum_{\text{A's}} \sum_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form II}}(4,10)$	1.50 CDE-148 Form II(4,10,1-n) (resource room, total, LEA's)
m the total average daily caseload in source room Special Education across ogram level for each LEA $\sum_{\substack{\text{ogram}\\ \text{evel}}} {}^{\text{CDE 148}}_{\text{Form II}}(4,10,1\text{-}n)$	

	Management Questions		Analyses
1.51	How many personnel are employed in each of the positions under the three categories: administration, supportive services, and categorical services personnel, during the year being reported(FYO)(a) across all LEA's (b) for each LEA?	1.51(a)	Sum the number of FTE personnel employed in FYO across the LEA's by program level and b position held $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{Form VI}}(1,1\text{-}42)$
		1.51(b)	Sum the number of FTE personnel employed in FYO by program level and by position held f each LEA ${}^{\text{CDE 148}}_{\text{Form VI}}(1,1\text{-}42,1\text{-}n)$
1.52	What is the total estimated number of personnel to be employed by position within the three personnel categories of administration, supportive services and categorical services for the years following the year being reported (FY1) (a) across all LEA's (b) for each LEA?	1.52(a)	Sum the total estimated personnel to be employed in FY1 across LEA's by types of personnel $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{Form VI}}[(1,1\text{-}42)+(6,1\text{-}42)+(7,1\text{-}42)]$
		1.52(b)	List the total estimated personnel to be employed in FY1 by types of personnel for each LEA ${}^{\text{CDE 148}}_{\text{Form VI}}[(1,1\text{-}42,1\text{-}n)+(6,1\text{-}42,1\text{-}n)+(7,1\text{-}42,$

Analyses	Data Items
m the number of FTE personnel employed in O across the LEA's by program level and by sition held $\sum_{\text{A's}} {}^{\text{CDE 148}}_{\text{Form VI}}(1,1\text{-}42)$	1.51 CDE-Form VI(1,1-42,1-n) 148 (All areas, staff Position, LEA's) [Number of Personnel]
m the number of FTE personnel employed in O by program level and by position held for ach LEA ${}^{\text{DE 148}}_{\text{orm VI}}(1,1\text{-}42,1\text{-}n)$	
m the total estimated personnel to be nployed in FY1 across LEA's by types of ersonnel $\sum_{\text{EA's}} {}^{\text{CDE 148}}_{\text{Form VI}}[(1,1\text{-}42)+(6,1\text{-}42)+(7,1\text{-}42)]$	1.52 CDE-Form VI(1,1-42,1-n)(Total 148 FTE personnel 71-72, positions held, LEA's) (6,1-42,1-n)(FTE personnel planned for 1972-73 September, positions held,LEA's) (7,1-42,1-n)(FTE personnel planned for January '72-'73 positions held, LEA's) [Number of personnel]
ist the total estimated personnel to be mployed in FY1 by types of personnel for ach LEA ${}^{\text{DE 148}}_{\text{orm VI}}[(1,1\text{-}42,1\text{-}n)+(6,1\text{-}42,1\text{-}n)+(7,1\text{-}42,1\text{-}n)]$	

	Management Questions		Analyses
1.53	What is the total estimated number of personnel to be employed by position within the three personnel categories of administration, supportive services, and categorical services for second year following the year being reported (FY2) (a) across all LEA's (b) for each LEA?	1.53(a)	Sum the total estimated personnel to be employed in FY 2 across LEA's by program level and total and by types of personnel $\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{Form VI}\end{matrix}(11\text{-}14,1\text{-}42)$
		1.53(b)	List the total estimated personnel to be employed in FY2 by program level and total and by types of personnel for each LEA $\begin{matrix}\text{CDE 148}\\ \text{Form VI}\end{matrix}(11\text{-}14,1\text{-}42,1\text{-}n)$
1.54	How many (1) Special Ed. personnel are there by type of personnel and (2) how many LEA's have each type of personnel?	1.54	(1) Sum the number of personnel across LEA's position $\sum_{\text{LEA's}} \begin{matrix}\text{CDE4}\\ \text{Pg. 16}\end{matrix}\ (\text{NIN4: }1,1\text{-}16)$ (2) Count the number of LEA's which have type of position (non zero & non blank entries) $\int \begin{matrix}\text{CDE4}\\ \text{Pg. 16}\end{matrix}\ (\text{NIN4:}1,1\text{-}16,1\text{-}n)$

alyses		Data Items
otal estimated personnel to be in FY 2 across LEA's by program total and by types of personnel $^{148}_{\text{n VI}}$(11-14,1-42)	1.53	CDE-148 Form VI(11-14,1-42,1-n)(FTE personnel planned for 1973-74 by program level and total, positions held, LEA's) [Number of personnel]
total estimated personnel to be in FY2 by program level and total ypes of personnel for each LEA $^{148}_{\text{n VI}}$(11-14,1-42,1-n)		
he number of personnel across LEA's by $_{16}$ (NIN4: 1,1-16)	1.54	CDE4-(1) Pg.16(NIN4:1,1-16) (number of personnel, position) [Number of personnel]
the number of LEA's which have position (non zero & non blank $_{16}$ (NIN4:1,1-16,1-n)		CDE4-(2) Pg.16(NIN4:1,1-16, 1-n) (number of personnel, position, LEA's) [Number of personnel]

Management Questions	Analyses
1.55 What was the ratio of personnel paid by federal funds (each type and total) to the number of pupils, by handicap condition (a) across projects (b) for each project?	1.55(a) Sum the number of personnel paid by federal funds across projects by type of personnel and total and by handicap condition and total and divide by the sum of the total participants by handicap condition across projects $\dfrac{\sum_{\text{Projects}} \text{OE9025 (13B:i-1,1-12)}}{\sum_{\text{Projects}} \text{OE9025 (13A:g,1-12)}}$ 1.55(b) Sum the number of personnel paid by federal funds for each project by type of personnel and total and by handicap condition and total and divide by the sum of the total participants by handicap condition for each project. $\dfrac{\text{OE9025 (13B:i-1,1-12,1-n)}}{\text{OE 9025 (13A:g,1-12,1-n)}}$
1.56 What are the characteristics of the State level Special Education staff?	1.56 Count the number of staff members possessing various characteristics in areas such as education, experience, abilities, and skills

Analyses	Data Items
the number of personnel paid by federal s across projects by type of personnel and l and by handicap condition and total and de by the sum of the total participants by icap condition across projects $$\frac{\sum_{\text{jects}} \text{OE9025 (13B:i-1,1-12)}}{\sum_{\text{jects}} \text{OE9025 (13A:g,1-12)}}$$	1.55 OE-9025- (13B:i-1,1-12,1-n) (type of personnel and total, handicap condition and total, projects) (13A:g,1-12,1-n)(total children, handicap condition and total, projects) [Personnel/pupil]
the number of personnel paid by federal ds for each project by type of personnel and al and by handicap condition and total and ide by the sum of the total participants handicap condition for each project. $$\frac{\text{025 (13B:i-1,1-12,1-n)}}{\text{025 (13A:g,1-12,1-n)}}$$	
unt the number of staff members possessing rious characteristics in areas such as ucation, experience, abilities, and skills	1.56 None available [Characteristics]

Management Question	Analyses
1.57 What is the number of full time equivalent teachers in Special Education by service delivery (a), across LEA's (b) for each LEA?	1.57(a) Sum the total number of FTE teachers across all LEA's and across program level by servi delivery $\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form II}}(1\&3\&5,10)$
	1.57(b) Sum the total number of FTE teachers across program level by service delivery for each LEA $\sum_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form II}}(1\&3\&5,10,1\text{-}n)$
1.58 What is the number of full time equivalent teachers by program level (a) across all LEA's (b) for each LEA?	1.58(a) Sum the total number of FTE teachers across LEA's and across service delivery by progra level $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{Form II}} [(1,10,1\text{-}5)+(3,10,1\text{-}5)+(5,10,$
	1.58(b) Sum the total number of FTE teachers across delivery by program level for each LEA ${}^{\text{CDE 148}}_{\text{Form II}}[(1,10,1\text{-}5,1\text{-}n)+(3,10,1\text{-}5,1\text{-}n)+(5,10,$

Analyses	Data Items
otal number of FTE teachers across and across program level by service $\sum\limits_{\substack{\text{gram}\\ \text{vel}}} \overset{\text{CDE 148}}{\text{Form II}}(1\&3\&5,10)$ total number of FTE teachers across level by service delivery for each $\overset{\text{DE 148}}{\text{rm II}}(1\&3\&5,10,1\text{-}n)$	1.57 CDE-148 Form II(1&3&5,10,1-4,1-n) (service delivery, total program level, LEA's) [Number of FTE teachers]
total number of FTE teachers across d across service delivery by program $\overset{\text{E 148}}{\text{rm II}}\ [(1,10,1\text{-}5)+(3,10,1\text{-}5)+(5,10,1\text{-}5)]$ total number of FTE teachers across service by program level for each LEA (1,10,1-5,1-n)+(3,10,1-5,1-n)+(5,10,1-5,1-n)]	1.58 CDE-148 Form II(1,10,1-5,1-n) (itinerant FTE teachers, total, program level, LEA's) (3,10,1-5,1-n)(resource FTE teachers, total, program level, LEA's) (5,10,1-5,1-n)(self contained FTE teachers, total, program level, LEA's) [Number of FTE teachers]

Management Questions	Analyses
1.59 What is the number of full-time equivalent teachers by handicap (a) across all LEA's (b) for each LEA?	1.59(a) Sum the FTE teachers across LEA's and acros program levels by handicap condition $\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form II}}[(1,1\text{-}8)+(3,1\text{-}8)+(\ 5,1$ 1.59(b) Sum the FTE teachers across program level b handicap condition for each LEA $\sum_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form II}}\ [(1,1\text{-}8,1\text{-}n)+(3,1\text{-}8,1\text{-}n)+(5$
1.60 How many teachers and pupils are there and how many LEA's have Special Education programs?	1.60 (1) Sum the number of teachers across LEA's handicap condition $\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg. 16}}\ (\text{NIN1:1,4-13})$ 1.60 (2) Sum the number of pupils across LEA's b handicap condition $\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg. 16}}\ (\text{NIN1:2,4-9\&11})$ 1.60 (3) Count the number of LEA's with programs handicap condition $\int {}^{\text{CDE 4}}_{\text{Pg.16}}$ non zero or non blank entries (NIN 1:1,4-23)

lyses

eachers across LEA's and across
s by handicap condition

CDE 148 [(1,1-8)+(3,1-8)+(5,1-8)]
Form II
n

eachers across program level by
dition for each LEA

148 [(1,1-8,1-n)+(3,1-8,1-n)+(5,1-8,1-n)]
II

number of teachers across LEA's by
dition

(NIN1:1,4-13)

number of pupils across LEA's by
ndition

5 (NIN1:2,4-9&11)

he number of LEA's with programs by
ndition

4 non zero or
16 non blank (NIN 1:1,4-23)
entries

Data Items

1.59 CDE-148 Form II(1,1-8,1-4,1-n)
(FTE teacher in itinerant programs, handicap condition, program level, LEA's)
(3,1-8,1-4,1-n)(FTE teachers in resource programs, handicap condition, program level, LEA's)
(5,1-8,1-4,1-n)(FTE teachers in self-contained programs, handicap condition, program level, LEA's)

[Number of teachers]

1.60 CDE-4 (1) Pg.16(NIN1:1,4-13)
(number of personnel, handicap condition)

[Number of teachers]

CDE-4 (2) Pg. 16(NIN1:2,4-9&11)
(pupils served, handicap condition)

[Number of students]

CDE-4 (3) Pg.16(NIN1:1,4-13)
(number of personnel, handicap condition)

[Number of LEA's]

Management Questions		Analyses
1.61 What is the number of salaried personnel per category for the pupil placement evaluation & screening process (a) across all LEA's (b) for each LEA?	1.61(a)	Sum the number of each type of salaried nel involved in the pupil placement eva screening process across LEA's $\sum_{\text{LEA's}} \text{CDE}\,148_{\text{SEPP}}(1,1\text{-}9)$
	1.61(b)	List the number of each type of salarie involved in the pupil placement evaluat screening process for each LEA $\text{CDE 148}_{\text{SEPP}}\ (1,1\text{-}9,1\text{-}n)$
1.62 What is the number of personnel in the instructional materials center in the categories instructional material centers specialist, audio-visual specialist, graphic artists, and other (a) across all LEA's (b) for each LEA?	1.62(a)	Sum the number of personnel in the instr materials center for each of: IMC speci A-V specialist, graphic artists, other, all LEA's $\sum_{\text{LEA's}} \text{CDE 148}_{\text{SEIM}}\ (1,1\text{-}3)$
	1.62(b)	List the number of personnel in the inst materials center for each of: IMC speci A-V specialist, graphic artists, other f LEA $\text{CDE 148}_{\text{SEIM}}(1,1\text{-}3,1\text{-}n)$

Analyses	Date Items
a) Sum the number of each type of salaried personnel involved in the pupil placement evaluation & screening process across LEA's $\sum_{\text{LEA's}} \substack{\text{CDE}\\ 148\\ \text{SEPP}}(1,1\text{-}9)$	1.61 CDE-148 SEPP(1,1-9,1-n) (FTE personnel, salaries, LEA's) [Number of personnel]
b) List the number of each type of salaried personnel involved in the pupil placement evaluation and screening process for each LEA $\substack{\text{CDE 148}\\ \text{SEPP}}(1,1\text{-}9,1\text{-}n)$	
a) Sum the number of personnel in the instructional materials center for each of: IMC specialist, A-V specialist, graphic artists, other, across all LEA's $\sum_{\text{LEA's}} \substack{\text{CDE 148}\\ \text{SEIM}}(1,1\text{-}3)$	1.62 CDE-148 SEIM(1,1-3,1-n) (personnel, IMC specialist & A-V specialist & Graphic artist, LEA's) [Number of personnel]
b) List the number of personnel in the instructional materials center for each of: IMC specialst, A-V specialist, graphic artists, other for each LEA $\substack{\text{CDE 148}\\ \text{SEIM}}(1,1\text{-}3,1\text{-}n)$	

Management Questions	Analyses
1.63 What is the number of supervisors, teachers others and total salaried personnel in regular school year programs by handicap condition (a) across all LEA's (b) for each LEA?	1.63(a) Sum the numbers of personnel for each of supervisors, teachers, others by handicap condition, across service delivery (sample LEA's only), across program level, and across LEA's $\sum_{\text{LEA's(S)}} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \text{CDE 148 Spec. Ed}^{(1,1\text{-}4,1\text{-}7)}$ $\sum_{\text{LEA's(NS)}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148 Spec. Ed}^{(1,1\text{-}4,1\text{-}7)}$ 1.63(b) Sum the numbers of personnel for each of supe visors, teachers, others by handicap conditic across service delivery (sample LEA's only), across program level for each LEA $\text{For LEA's(S)} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \text{CDE 148 Spec. Ed.}^{(1,1\text{-}4,1\text{-}7}$ $\text{For LEA's (NS)} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148 Spec. Ed.}^{(1,1\text{-}4,1\text{-}7}$

Analyses

mbers of personnel for each of s, teachers, others by handicap across service delivery (sample), across program level, and 's

$$\sum_{\text{Program level}} \sum_{\text{Service delivery}} \begin{matrix}\text{CDE 148}\\ \text{Spec. Ed}\end{matrix}(1,1\text{-}4,1\text{-}7)$$

$$\sum_{\text{Program level}} \begin{matrix}\text{CDE 148}\\ \text{Spec. Ed}\end{matrix}(1,1\text{-}4,1\text{-}7)$$

umbers of personnel for each of super- eachers, others by handicap condition rvice delivery (sample LEA's only), ogram level for each LEA

$$\sum_{\text{Program level}} \sum_{\text{Service delivery}} \begin{matrix}\text{CDE 148}\\ \text{Spec. Ed.}\end{matrix}(1,1\text{-}4,1\text{-}7,1\text{-}n)$$

$$\sum_{\text{)Program level}} \begin{matrix}\text{CDE 148}\\ \text{Spec. Ed.}\end{matrix}(1,1\text{-}4,1\text{-}7,1\text{-}n)$$

Data Items

1.63 CDE-148 Spec Ed sample district-(S)(1,1-4,1-7,1-3,1-5,1-n) (personnel, salaried personnel, handicap condition, service delivery, program level, LEA's)

[Number of personnel]

CDE-148 Spec Ed non sample district-(NS)(1,1-4,1-7,1-5,1-n)(personnel, salaried personnel, handicap condition, program level, LEA's)

[Number of personnel]

Management Questions	Analyses
1.64 What is the number of supervisors, teachers, others and total salaried personnel in summer programs by handicap condition (a) across all LEA's (b) for each LEA?	1.64(a) Sum the numbers of personnel in summer prog for each of: supervisors, teachers, other handicap condition across service delivery (sample LEA's only) across LEA's $\sum_{\text{LEA's(S)}} \sum_{\substack{\text{Service} \\ \text{delivery}}} \begin{matrix}\text{CDE 148} \\ \text{Spec. Ed.}\end{matrix}(1,1\text{-}4,1\text{-}7,6) +$ $\sum_{\text{LEA's(NS)}} \begin{matrix}\text{CDE 148} \\ \text{Spec. Ed.}\end{matrix}(1,1\text{-}4,1\text{-}7,6)$
	1.64(b) Sum the numbers of personnel in summer prog for each of: supervisors, teachers, others handicap condition, across service deliver (sample LEA's only) for each LEA For LEA's(S) $\sum_{\substack{\text{Service} \\ \text{delivery}}} \begin{matrix}\text{CDE 148} \\ \text{Spec. Ed.}\end{matrix}(1,1\text{-}4,1\text{-}7,6,1\text{-}n) +$ $\begin{matrix}\text{CDE 148} \\ \text{Spec. Ed.}\end{matrix}(1,1\text{-}4,1\text{-}7,6,1\text{-}n)$ For LEA's(NS)

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Analyses

a) Sum the numbers of personnel in summer programs for each of: supervisors, teachers, others by handicap condition across service delivery (sample LEA's only) across LEA's

$$\sum_{\text{LEA's(S)}} \; \sum_{\substack{\text{Service}\\ \text{delivery}}} \underset{\text{Spec. Ed.}}{\text{CDE 148}}(1,1\text{-}4,1\text{-}7,6) \; + \; \sum_{\text{LEA's(NS)}} \underset{\text{Spec. Ed.}}{\text{CDE 148}}(1,1\text{-}4,1\text{-}7,6)$$

b) Sum the numbers of personnel in summer programs for each of: supervisors, teachers, others by handicap condition, across service delivery (sample LEA's only) for each LEA

$$\text{For LEA's(S)} \; \sum_{\substack{\text{Service}\\ \text{delivery}}} \underset{\text{Spec. Ed.}}{\text{CDE 148}}(1,1\text{-}4,1\text{-}7,6,1\text{-}n) \; + \; \underset{\text{For LEA's(NS)}}{\underset{\text{Spec. Ed.}}{\text{CDE 148}}(1,1\text{-}4,1\text{-}7,6,1\text{-}n)}$$

Data Items

1.64 CDE-148 Spec. Ed. sample district-(S)(1,1-4,1-7,1-3,6,1-n) (personnel, salaried personnel, handicap condition, service delivery, summer, LEA's)

Management Questions	Analyses
1.65 What is the number of personnel in work experience and study, regular school year programs, for each of supervisors, teachers, and other salaried personnel (a) across all LEA's (b) for each LEA?	1.65(a) Sum the number of personnel in work experi and study, regular school year programs, each of: supervisors, teachers, others, LEA's $\sum_{\mathrm{LEA's}} \mathrm{CDE}^{148}_{\mathrm{SEWE}}(1,1\text{-}4,1)$ 1.65(b) List the number of personnel in work expe study, regular school year programs, for of: supervisors, teachers, others for ea $\mathrm{CDE}^{148}_{\mathrm{SEWE}}(1,1\text{-}4,1,1\text{-}n)$
1.66 What is the number of personnel in work experience and study summer programs for each of: supervisors, teachers, and other salaried personnel (a) across all LEA's (b) for each LEA?	1.66(a) Sum the number of personnel in work exper study summer programs for each of:supervi teachers, others across LEA's $\sum_{\mathrm{LEA's}} \mathrm{CDE}^{148}_{\mathrm{SEWE}}(1,1\text{-}4,2)$ 1.66(b) List the number of personnel in work exp study summer programs for each of: supe teachers, others across LEA's $\mathrm{CDE}^{148}_{\mathrm{SEWE}}(1,1\text{-}4,2,1\text{-}n)$

Analyses		Data Items
um the number of personnel in work experience nd study, regular school year programs, for ach of: supervisors, teachers, others, across EA's $\sum_{\text{EA's}} \text{CDE}^{148}_{\text{SEWE}}(1,1\text{-}4,1)$ List the number of personnel in work experience and study, regular school year programs, for each of: supervisors, teachers, others for each LEA $\text{CDE}^{148}_{\text{SEWE}}(1,1\text{-}4,1,1\text{-}n)$	1.65 CDE-148	Spec. Ed Work Experience and Study Program Composite Report (SEWE) (1,1-4,1,1-n)(number of personnel, salaried personnel, regular school year, LEA's) [Number of personnel]
Sum the number of personnel in work experience and study summer programs for each of:supervisors, teachers, others across LEA's $\sum_{\text{LEA's}} \text{CDE}^{148}_{\text{SEWE}}(1,1\text{-}4,2)$ List the number of personnel in work experience and study summer programs for each of: supervisors, teachers, others across LEA's $\text{CDE}^{148}_{\text{SEWE}}(1,1\text{-}4,2,1\text{-}n)$	1.66 CDE-148	Spec. Ed. Work Experience and Study Program Composite Report (SEWE)(1,1 4, 2, 1-n)(number of personnel, salaried personnel, summer, LEA's) [Number of personnel]

Management Questions	Analyses
1.67 What are the number of personnel for each of: supervisors, teachers and others and total for pre school programs in Special Education (a) across all LEA's (b) for each LEA?	1.67(a) Sum the number of FTEs across LEA's visor, teachers, others $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{SEPC}}(1,1\text{-}4)$
	1.67(b) List the number of FTEs across LEA's teachers, and others for each LEA ${}^{\text{CDE 148}}_{\text{SEPC}}\ (1,1\text{-}4,1\text{-}n)$
1.68 What are the number of personnel for each of: supervisors, teachers, others and total for summer programs in Special Education (a) across all LEA's (b) for each LEA?	1.68(a) Sum the numbers of personnel separat supervisors, teachers, others, acros level and across service delivery an sample LEA's. Add these totals to t of personnel and total summed separa supervisors, teachers, others across LEA's $\sum_{\substack{\text{LEA's}\\ \text{(S)}}} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} {}^{\text{CDE 148}}_{\text{SESP}}(1,1\text{-}4)$ $+$ $\sum_{\substack{\text{LEA's}\\ \text{(NS)}}} {}^{\text{CDE 148}}_{\text{SESP}}\ (1,1\text{-}4)$

Analyses	Data Items
) Sum the number of FTEs across LEA's by supervisor, teachers, others $\sum_{\text{LEA's}} \begin{array}{l}\text{CDE 148}\\ \text{SEPC}\end{array}(1,1\text{-}4)$	1.67 CDE-148 Special Ed. Pre-school Composite Report (SEPC)(1,1-4,1-n) (personnel, salaried personnel, LEA's) [Number of personnel]
) List the number of FTE's across LEA's by supervisor, teachers, and others for each LEA $\begin{array}{l}\text{CDE 148}\\ \text{SEPC}\end{array}(1,1\text{-}4,1\text{-}n)$	
) Sum the numbers of personnel separately by supervisors, teachers, others, across program level and across service delivery and across sample LEA's. Add these totals to the numbers of personnel and total summed separately by supervisors, teachers, others across non-sample LEA's $\sum_{\substack{\text{LEA's}\\ \text{(S)}}} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \begin{array}{l}\text{CDE 148}\\ \text{SESP}\end{array}(1,1\text{-}4)$ $+$ $\sum_{\substack{\text{LEA's}\\ \text{(NS)}}} \begin{array}{l}\text{CDE 148}\\ \text{SESP}\end{array}(1,1\text{-}4)$	1.68 CDE-148 Special Ed Summer Programs Composite Report (SESP)-S (1-3,1-4,1,1-5,1-n) (personnel, salaried personnel, service delivery, program level, LEA's) SESP-NS(1,1-4,1-n)(Personnel, salaried personnel [Number of personnel]

Management Questions	Analyses
1.68 What are the number of personnel for each of: supervisors, teachers, other and total for summer programs in Special Education (a) across all LEA's (b) for each LEA?	1.68(b) Sum the numbers of personnel separately by supervisors, teachers, others, across progra level, service delivery and for each sample LEA. Add these totals to the numbers of per sonnel and total by supervisors, teachers, others for each non-sample LEA $\underset{\text{LEA's(S)}}{\text{For}} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \substack{\text{CDE 148}\\ \text{SESP}}(1,1\text{-}4,1\text{-}n$ $+$ $\underset{\text{LEA's(NS)}}{\text{For}} \substack{\text{CDE 148}\\ \text{SESP}}(1,1\text{-}4,1\text{-}n)$

Analyses	Data Items
) Sum the numbers of personnel separately by supervisors, teachers, others, across program level, service delivery and for each sample LEA. Add these totals to the numbers of personnel and total by supervisors, teachers, others for each non-sample LEA $\underset{\text{LEA's(S)}}{\text{For}} \; \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \text{CDE}^{148}_{\text{SESP}}(1,1\text{-}4,1\text{-}n)$ $+ \; \underset{\text{LEA's(NS)}}{\text{For}} \; \text{CDE}^{148}_{\text{SESP}}(1,1\text{-}4,1\text{-}n)$	1.68 See 1.68 on preceding page

Management Questions	Analyses
1.69 What is the turnover rate (leaving Colorado special education) among special education teachers?	1.69 Sum the number of teachers who leave their teach tions in special education in Colorado across L divide by the summed number of teachers of spe tion during the last year summed across handica and LEA's $$\frac{\sum \text{number of teachers leaving position across LEA's and handicap area}}{\sum_{\text{LEA's}} \text{CDE148 Form VI}\,[(1,17)+(1,20)+(1,23)+(1,26)+(1,29)+(1,32)+ (1,39)+(1,42)]}$$

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Analyses

e number of teachers who leave their teaching posi-
in special education in Colorado across LEA and
e by the summed number of teachers of special educa-
during the last year summed across handicap type
EA's

umber of teachers leaving
position across LEA's and handicap area

(1,17)+(1,20)+(1,23)+(1,26)+(1,29)+(1,32)+(1,35)+
(1,39)+(1,42)]

Data Items

1.69 Number leaving: None available

[Number of teachers]

CDE 148 Form VI (1,17) (all areas, aurally handicapped-teachers)
(1,20) (all areas, deaf-blind - teachers)
(1,23) (all areas, educable mentally handicapped-teachers)
(1,26) (all areas, educationally handicapped-teachers)
(1,29) (all areas, physically handicapped - teachers)
(1,32) (all areas, speech handicapped - teachers)
(1,35) (all areas, visually handicapped teachers)
(1,39) (all areas, WES - teachers)
(1,42) (all areas, home instruction and home hospital teachers)

[Number of teachers]

Management Questions	Analyses
1.70 What is the turnover rate (leaving special education in Colorado) by LEA?	1.70 For each LEA divide the number of special educat teachers leaving, summed across the handicap ar by the number of teachers employed in each han area $\sum_{\text{Handicap}}$ Number of teachers lea For Each LEA Code 148 Form VI [(1,17,1-n) + (1,20,1-n) + (1,23,1-n (1,29,1-n) + (1,32,1-n) + (1,35,1-n (1,42,1-n)]
1.71 What is rank order of LEA's in terms of turnover rate?	1.71 Order the LEA's by the turnover rate calculated in 1.70, from high to low
1.72 Why is the turnover rate high in some LEA's and low in others?	1.72 (1) Calculate the frequency of reasons given fo teachers leaving in large numbers in those in the upper 10% in terms of turnover rate the frequency of reasons for staying in the in the lower 10% in terms of turnover rate compare to rate differences (2) Perform a discriminant function analysis on characteristics of LEA's high in turnover r (top 25%) and the LEA's low in turnover rat (bottom 25%)

. Analyses		Data Items
or each LEA dividethe number of special education teachers leaving, summed across the handicap area by the number of teachers employed in each handicap area $\dfrac{\sum_{\text{Handicap}} \text{Number of teachers leaving}}{[(1,17,1\text{-}n) + (1,20,1\text{-}n) + (1,23,1\text{-}n) + (1,26,1\text{-}n) + (1,29,1\text{-}n) + (1,32,1\text{-}n) + (1,35,1\text{-}n) + (1,39,1\text{-}n) + (1,42,1\text{-}n)]}$ h Code 148 Form VI	1.70	Number leaving: None available [Number of teachers] CDE 148 Form VI(1,17,1-n)(all areas,aurally handicapped - teachers) (1,20,1-n) (all areas, deaf-blind teachers) (1,23,1-n)(all areas, educable mentallv handicapped-teachers) (1,26,1-n)(all areas, educationally handicapped-teachers) (1,29,1-n)(all areas, physically handicapped - teachers) (1,32,1-n)(all areas, speech handicapped - teachers) (1,35,1-n)(all areas, visually handicapped teachers) (1,39,1-n)(all areas,WES - teachers (1,42,1-n)(all areas, home instruction and home hospital teachers) [Number of teachers]
rder the LEA's by the turnover rate calculated n 1.70, from high to low	1.71	None available [Turnover rate]
1) Calculate the frequency of reasons given for teachers leaving in large numbers in those LEA's in the upper 10% in terms of turnover rate and the frequency of reasons for staying in their LEA's in the lower 10% in terms of turnover rate and compare to rate differences	1.72	(1) None available [Number of respondents]
2) Perform a discriminant function analysis on the characteristics of LEA's high in turnover rate (top 25%) and the LEA's low in turnover rate (bottom 25%)		(2) None available [Ratings on such factors as salary, class load, geography, facilities available, etc.]

Management Questions	Analyses
1.73 How does the turnover rate vary by type of handicapped children taught?	1.73 Sum the number of teachers for each area c who leave their teaching position in spec tion in Colorado across LEA's and divide number of teachers in special education c last year in each handicap area summed ac $\dfrac{\sum_{LEA's} \text{Number of teachers leaving positions for } \underline{\text{each}} \text{ handicap area}}{\sum_{LEA's} (1,17\&20\&23\&26\&29\&32\&35\&39\&42)}$
1.74 What is the rank order of handicap area in terms of turnover rate?	1.74 Order the handicap areas by the turnover ra in L73 from high to low
1.75 Why is turnover rate higher in some areas than others?	1.75 (1) Calculate the frequency of reasons give leaving in large numbers in the handica in turnover (in the upper 50% in terms and the frequency of reasons for stayin handicap areas lower in turnover (lowe turnover rate)
	1.75 (2) Perform a discriminant function analys characteristics of teaching in each of cap areas

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Analyses	Data Items
Sum the number of teachers for each area of handicap who leave their teaching position in special education in Colorado across LEA's and divide by the number of teachers in special education during the last year in each handicap area summed across LEA's $\frac{\sum_{\text{LEA's}} \text{Number of teachers leaving positions for each handicap area}}{\sum_{\text{LEA's}} (1,17\&20\&23\&26\&29\&32\&35\&39\&42)}$	1.73 Number leaving (none available) [Number of teachers] CDE 148 Form VI (1,17&20&23&26&29&32&35&39&42) (all areas, aurally handicapped - teachers & deaf-blind - teachers & educable mentally handicapped - teachers & educationally handicapped - teachers & physically handicapped - teachers & speech handicapped - teachers & visually handicapped - teachers & WES - teachers & home instruction and home hospital - teachers) [Number of teachers]
Order the handicap areas by the turnover rate calculated in 1.73 from high to low	1.74 None available [Turnover rate]
(1) Calculate the frequency of reasons given for teachers leaving in large numbers in the handicap areas high in turnover (in the upper 50% in terms of turnover) and the frequency of reasons for staying in those handicap areas lower in turnover (lower 50% in turnover rate)	1.75 (1) None available [Number of respondents]
(2) Perform a discriminant function analysis on the characteristics of teaching in each of the handicap areas	1.75 (2) None available [Ratings on characteristics of teaching in each handicap area]

	Management Questions		Analyses
1.76	What are the characteristics of those individuals who leave their special education positions in the LEA's vs. those who stay?	1.76	Perform a discriminant function analysis on the characteristics of those individuals who leave their special education position in the LEA's a on the characteristics of those who stay
1.77	What are the characteristics of those individuals who leave their special education positions in the LEA's vs. those who stay by handicap area?	1.77	Perform a discriminant function analysis on the characteristics of those individuals who leave their special education position in the LEA's a on the characteristics of those who stay by han cap area?
1.78	Where do those who leave Special Education teaching in Colorado go?	1.78	Compute frequency of activities which those who left special education in Colorado are involved in

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Analyses		Data Items
m a discriminant function analysis on the cteristics of those individuals who leave special education position in the LEA's and e characteristics of those who stay	1.76	None available [Values or characteristics of teachers on factors such as experience, school grades, personality, etc.]
m a discriminant function analysis on the cteristics of those individuals who leave special education position in the LEA's and e characteristics of those who stay by handi- rea?	1.77	None available [Values or characteristics of teachers on factors such as experience, school grades, personality, etc.]
e frequency of activities which those who special education in Colorado are involved	1.78	None available [Frequency of respondents to type of activities such as: teaching special education - another state, teaching non special education - Colorado and other state, other occupations marriage, etc.]

Management Questions	Analyses
1.79 What is the turnover rate in each LEA in terms of teachers who go to other LEA's within Colorado to teach special education?	1.79 For each LEA divide the number of teachers lea who go to other LEA's by the number of teache employed summed across handicap area number of teachers leaving going to other LEA's For Each LEA CDE148 Form VI [(1,17,1-n) + (1,20,1-n) + (1,23, (1,26,1-n) + (1,29,1-n) + (1,32, (1,35,1-n) + (1,39,1-n) + (1,42,
1.80 What is the rank order of LEA's in terms of turnover rate to other LEA's?	1.80 Order the LEA by turnover rate calculated in 1 high to low

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Analyses			Data Items
LEA divide the number of teachers leaving to other LEA's by the number of teachers d summed across handicap area	1.79		Number leaving: None available [Number of teachers]
ber of teachers leaving going to other LEA's E148 m VI [(1,17,1-n) + (1,20,1-n) + (1,23,1-n)+ (1,26,1-n) + (1,29,1-n) + (1,32,1-n)+ (1,35,1-n) + (1,39,1-n) + (1,42,1-n)]		CDE 148	FormVI (1,17,1-n) (all areas, aurally handicapped-teachers) (1,20,1-n) (all areas, deaf-blind-teachers) (1,23,1-n) (all areas, educable mentally handicapped-teachers) (1,26,1-n) (all areas, educationally handicapped-teachers) (1,29,1-n) (all areas, physically handicapped-teachers) (1,32,1-n) (all areas, speech handicapped - teachers) (1,35,1-n) (all areas, visually handicapped teachers) (1,39,1-n) (all areas, WES - teachers) (1,42,1-n) (all areas, home instruction and home hospital teachers) [Number of teachers
he LEA by turnover rate calculated in 1.79 from o low	1.80		None available [Turnover rate]

Management Questions	Analyses
1.81 What is the frequency of transfer into each LEA among those special education teachers who transfer within Colorado?	1.81 Compute frequency of transfer into each LEA to wh leaving speciai education teaching in each LEA go frequency of transfer into LEA's
1.82 What are the reasons for transfering from one LEA to another	1.82 (1) Calculate the frequency of reasons given for one LEA special education teaching position t another LEA special education teaching positi
	1.82 (2) Perform a discriminant function analysis on t characteristics of LEA's in the top 50% in turnover rate (loss to other LEA's) and those the lower 50%

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Analyses		Data Items
mpute frequency of transfer into each LEA to which those aving special education teaching in each LEA go and total equency of transfer into LEA's	1.81	None available [Number of teachers]
1) Calculate the frequency of reasons given for leaving one LEA special education teaching position to go to another LEA special education teaching position	1.82 (1)	None available [Number of respondents]
2) Perform a discriminant function analysis on the characteristics of LEA's in the top 50% in turnover rate (loss to other LEA's) and those in the lower 50%	1.82 (2)	None available [rating a characteristic of LEA's such as class load, geography, salary, etc.]

Management Questions	Analyses
1.83 What is the cost of salaries for personnel at each position in the three personnel categories administration, supportive services, and categorical services (a) across all LEA's (b) for each LEA?	1.83(a) Sum the cost of salaries for the year of porting (FYO) across LEA's by each type o position $\sum_{\text{LEA's}} \overset{\text{CDE 148}}{\text{Form VII}}(1,1\text{-}42)$
	1.83(b) List the cost of salaries for FYO by type position for each LEA $\overset{\text{CDE 148}}{\text{Form VII}}\ (1,1\text{-}42,1\text{-}n)$
1.84 What will be the cost of additional salaries planned for FY 1 in each of the positions in Administrative, supportive&catogorical services (a) across LEA's (b)by each LEA?	1.84(a) Sum the cost of additional salaries in FY across LEA's $\sum_{\text{LEA's}} \overset{\text{CDE 148}}{\text{Form VII}}[(2,1\text{-}42)+(3,1\text{-}42)]$
	1.84(b) List the additional salaries in FY 1 by each LEA $\text{List}\ \overset{\text{CDE 148}}{\text{Form VII}}[(2,1\text{-}42,1\text{-}n)+(3,1\text{-}42,1\text{-}n)]$

Analyses	Data Items
e cost of salaries for the year of re- g (FYO) across LEA's by each type of on $^{\text{CDE 148}}_{\text{Form VII}}(1,1\text{-}42)$ e cost of salaries for FYO by type of on for each LEA $^{\text{8}}_{\text{II}}\ (1,1\text{-}42,1\text{-}n)$	1.83 CDE-148 Form VII(1,1-42,1-n) (salaries 1971-72, position held, LEA's) [Dollars spent]
e cost of additional salaries in FY1 LEA's $^{\text{CDE 148}}_{\text{Form VII}}[(2,1\text{-}42)+(3,1\text{-}42)]$ he additional salaries in FY 1 by EA $^{\text{DE 148}}_{\text{orm VII}}[(2,1\text{-}42,1\text{-}n)+(3,1\text{-}42,1\text{-}n)]$	1.84 CDE-148 Form VII(2,1-42,1-n) (additional salaries for September 1972-73 positions held, LEA's) (3,1-42,1-n)(additional salaries for January 1972-73, positions held, LEA's) [Dollars spent]

	Management Questions		Analyses
1.85	What will be the planned total cost of salaries during FY1 for each of the personnel positions within administrative,supportive, & categorical services(a) across LEA's (b) by each LEA?	1.85(a)	Sum the cost of salaries for FYO and addit salaries in FY1 across LEA's by type of po $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{Form VII}}[(1,1-42)+(2,1-42)+(3,1-42)$
		1.85(b)	Sum the cost of salaries for FYO & additio salaries in FY1 by type of position for ea LEA ${}^{\text{CDE 148}}_{\text{Form VII}}[(1,1-42,1-n)+(2,1-42,1-n)+(3,1-42$
1.86	What will be the cost of additonal salaries planned for FY2 in each of the positions in administrative, supportive,&categorical services (a) across LEA's (b) by each LEA?	1.86(a)	Sum the cost of additional salaries in FY2 LEA's $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{Form VII}}[(4,1-42)+(5,1-42)]$
		1.86(b)	List the additional salaries in FY2 by eac $\text{List}\ {}^{\text{CDE 148}}_{\text{Form VII}}[(4,1-42,1-n)+(5,1-42,1-n)]$
1.87	What will be the total cost of salaries during FY2 for each of the personnel positions within the three personnel categories administrative, supportive, & categorical services (a) across all LEA's (b) for each LEA?	1.87(a)	Sum the estimated cost of salaries for FY2 LEA's by type of position $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{Form VII}}(6,1-42)$
		1.87(b)	List the estimated cost of salaries for FY type of position for each LEA ${}^{\text{CDE 148}}_{\text{Form VII}}(6,1-42,1-n)$

Analyses

the cost of salaries for FYO and additional
ries in FY1 across LEA's by type of position

CDE 148
Form VII [(1,1-42)+(2,1-42)+(3,1-42)]

s

the cost of salaries for FYO & additional
ries in FY1 by type of position for each

148
VII [(1,1-42,1-n)+(2,1-42,1-n)+(3,1-42,1-n)]

the cost of additional salaries in FY2 across
s

CDE 148
Form VII [(4,1-42)+(5,1-42)]

s

the additional salaries in FY2 by each LEA

CDE 148
Form VII [(4,1-42,1-n)+(5,1-42,1-n)]

the estimated cost of salaries for FY2 across
s by type of position

CDE 148
Form VII (6,1-42)

s

the estimated cost of salaries for FY1 by
of position for each LEA

148
(6,1-42,1-n)

Data Items

1.85 CDE-148 Form VII(1,1-42,1-n) (salaries 1971-72, position held,LEA's) (2,1-42,1-n)(additional salaries planned for September 1972-73, positions held,LEA's) (3,1-42,1-n)(additional salaries planned for January 1972-73, position held,LEA's)

[Dollars spent]

1.86 CDE-148 Form VII(4,1-42,1-n) (additional salaries for September 1973-74, positions held, LEA's) (5,1-42,1-n)(additional salaries for January 1973-74, positions held, LEA's)

1.87 CDE-148 Form VII(6,1-42,1-n)(estimated salary 1973-74, position held, LEA's)

[Dollars spent]

1.88 What are the average salaries of Special Ed. personnel by position?

1.88 Sum the salaries of personnel by position and div the number of personnel in each position.

(1) Directors

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.17}}[(4,1)+(4,2)]}{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.17}}(n_d)}$$

(2) Assistant Director

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.17}}[(4,3)+(4,}{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.17}}(n_{ad})}$$

(3) Supervisors

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.17}}[(4,6)+(4,7)+(4,n)]}{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.17}}(n_s)}$$

(4) Teachers

$$\frac{\sum_{\text{LEA's}} \sum_{\text{Handica Conditi}}}{\sum_{\text{LEA's}} \sum_{\text{Handica Conditi}}}$$

(5) Specialty Teachers

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.19}}[(5,1)+(5,2)+(5,n)]}{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.19}}(n_{st})}$$

(6) Work-experie

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.20}}[(6,}{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.20}}(n_{W}}$$

(7) Home Instruction - EH

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.21}}[(5,1)+(5,2)+(5,n)]}{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.21}}(n_{HI-EH})}$$

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ies of personnel by position and divide by
f personnel in each position.

4,1)+(4,2)]

d)

s

(4,6)+(4,7)+(4,n)]

s)

Teachers

(5,1)+(5,2)+(5,n)]

n_{st})

ruction - EH

(5,1)+(5,2)+(5,n)]

(2) Assistant Directors

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.17}}[(4,3)+(4,4)+(4,5)]}{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.17}}(n_{ad})}$$

(4) Teachers

$$\frac{\sum_{\text{LEA's}} \sum_{\substack{\text{Handicap}\\ \text{Condition}}} {}^{\text{CDE4}}_{\text{Pg.18}}[(7,1)+(7,2)+(7,n)]}{\sum_{\text{LEA's}} \sum_{\substack{\text{Handicap}\\ \text{Condition}}} {}^{\text{CDE4}}_{\text{Pg.18}}(n_t)}$$

(6) Work-experience Study Teachers

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.20}}[(6,1)+(6,2)+(6,n)]}{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.20}}(n_{WES})}$$

1.88 CDE4 - (1) Pg. 17 (4,1)(salary, director $_1$)
(4,2) (salary, director $_2$)(n_d)
(number of directors)
(2) (4,3) (salary, assistant director $_1$)
(4,4) (salary, assistant director $_2$)
(4,5) (salary, assistant director $_3$) (n_{ad}) (number of assistant directors)
(3) (4,6) (salary, supervisor $_1$)
(4,7) (salary, supervisor $_2$)
(4,n) (salary, supervisor $_n$)
(ns) (number of supervisors)
(4) Pg. 18 (7,1,1-6)(salary, teacher$_1$, handicap condition)
(7,2,1-6)(salary, teacher$_2$, handicap condition)
(7,n,1-6)(salary, teacher n, handicap condition)
(n_t) (number of teachers)

(5) Pg. 19 (5,1) (salary, specialty teacher $_1$)
(5,2) (salary, specialty teacher $_2$)
(5,n) (salary, specialty teacher $_n$) (n_{st}) (number of specialty teachers)
(6) Pg. 20 6,1) (salary, WES teacher $_1$)
(6,2) (salary, WES teacher $_2$)
(6,n) (salary, WES teacher $_n$)
(n_{WES}) (number of WES teachers)
(7) Pg. 21 (5,1) (salary, Home Instruction - Ed. handicapped teacher $_1$)
(5,2) (salary, Home Instruction-Ed. Handicapped teacher $_2$)
(5,n) (salary, Home Instruction-Ed. Handicapped teacher $_n$)
($n_{HI\text{-}EH}$) (number of Home Instruc

Management Questions

.88 Continued

Analyses

1.88 (8) Home/Hospital Instruction - PH

$$\frac{\sum_{\text{LEA's}} \overset{\text{CDE4}}{\text{Pg.22}}[(5,1)+(5,2)+(5,n)]}{\sum_{\text{LEA's}} \overset{\text{CDE4}}{\text{Pg.22}}(n_{H/HI-PH})}$$

(9) Psychologists on LEA Staff

$$\frac{\sum_{\text{LEA's}} \overset{\text{CDE4}}{\text{Pg.23(A)}}[(4,1)+(4,2)+(4,n)]}{\sum_{\text{LEA's}} \overset{\text{CDE4}}{\text{Pg.23A}}(n_p)}$$

(10) Social Workers

$$\frac{\sum_{\text{LEA's}} \overset{\text{CDE4}}{\underset{\text{(A)}}{\text{Pg.24}}}[(4,1)+(4,2)+(4,n)]}{\sum_{\text{LEA's}} \overset{\text{CDE4}}{\text{Pg.24}}(n_{sw})}$$

Analyses

Hospital Instruction - PH

$$\frac{{}^{\text{E4}}_{\text{.22}}[(5,1)+(5,2)+(5,n)]}{{}^{\text{E4}}_{\text{.22}}(n_{H/HI-PH})}$$

nologists on LEA Staff

$$\frac{{}^{\text{E4}}_{\text{.23(A)}}[(4,1)+(4,2)+(4,n)]}{{}^{\text{E4}}_{\text{g.23A}}(n_{p})}$$

al Workers

$$\frac{{}^{\text{DE4}}_{\text{g.24 (A)}}[(4,1)+(4,2)+(4,n)]}{{}^{\text{DE4}}_{\text{g.24}}(n_{sw})}$$

Data Items

1.88 CDE4 - (Cont.)

(8) Pg.22 (5,1) (salary, Home Instruction - Physically Handicapped teacher$_1$)
(5,2) (salary, Home Instruction-Physically Handicapped teacher $_2$)
(5,n) (salary, Home Instruction-Physically Handicapped teacher n)
(n_{HI-PH}) (number of Home Instruction - Physically Handicapped teachers)

(9) Pg.23(A)(4,1) (salary, psychologist on LEA staff $_1$)
(4,2) (salary, psychologist on LEA staff $_2$)
(4,n) (salary, psychologist on LEA staff n)
(n_p) (number of psychologists on LEA staff)

(10) Pg. 24(A)(4,1) (salary, social worker $_1$)
(4,2) (salary, social worker $_2$)
(4,n) (salary, social worker $_n$)
(n_{SW}) (number of social workers)
(1-n)(LEA's)

[Dollars/#of personnel]

Management Questions	Analyses
1.89 What is the average hourly salary of home and hospital instructors?	1.89 Sum the hourly salary of Home/Hospital teachers across LEA's and divide by the number of Home/H teachers EH and PH summed across LEA's.

$$\frac{\sum_{\text{LEA's}} \left\{ \substack{\text{CDE4}\\ \text{Pg.21}}[(4,1)+(4,2)+(4,n)] + \substack{\text{CDE4}\\ \text{Pg.22}}[(4,1)+(4,2)+(4 \right.}{\sum_{\text{LEA's}} \left[\substack{\text{CDE4}\\ \text{Pg.21}}(n_{\text{HI-EH}}) + \text{Pg.22}(n_{\text{HI-PH}}) \right]}$$

Analyses

ourly salary of Home/Hospital teachers EH and PH
EA's and divide by the number of Home/Hospital
EH and PH summed across LEA's.

$$\frac{,1)+(4,2)+(4,n)] + \overset{\text{CDE4}}{\text{Pg.22}}[(4,1)+(4,2)+(4,n)]\Big\}}{\text{I-EH})^{+}\text{Pg.22}({}^{n}\text{HI-PH})\Big]}$$

Data Items

1.89 CDE4 - Pg. 21 (4,1) (hourly salary,
HI-EH teacher$_1$)
(4,2) (hourly salary, HI-EH
teacher$_2$)
(4,n) (hourly salary, HI-EH
teacher$_n$)
Pg. 22 (4,1) (hourly salary,
HI-PH teacher$_1$)
(4,2) (hourly salary, HI-PH
teacher$_2$)
(4,n) (hourly salary, HI-PH
teacher$_n$)
(^{n}HI--EH)(number of home
instruction-EH teachers)
(^{n}HI-PH)(number of HI-PH
teachers)
(1-n)(LEA's)

[$/# personnel]

Management Questions	Analyses
1.90 What are the average salaries of Special Education administrative personnel and teachers	1.90 Sum the total salaries of Special Education admin and teachers by position and across LEA's and di the number of personnel by position summed acros $\dfrac{\sum_{\text{LEA's}} \text{CDE63}_{\text{Pg. 1}} (\text{NIN4:3,1-10})}{\sum_{\text{LEA's}} \text{CDE63}_{\text{Pg. 1}} (\text{NIN4:2,1-10})}$
1.91 What are the average salaries of other Special Education personnel?	1.91 (1) Psychologists Sum the amounts paid by the L psychologists when the psychologists are emp the LEA, across LEA's and divide by the numbe psychologists which meet this criterion acro (When the agency name in Column 1 is the LEA amount paid in Column 2) $\dfrac{\sum_{\text{LEA's}} \text{CDE63}_{\text{Pg. 14}} [(2,1)+(2,2)+(2,n)]}{\sum_{\text{LEA's}} \text{CDE63}_{\text{Pg. 14}} (n_p)}$

Analyses	Data Items
tal salaries of Special Education administrators ers by position and across LEA's and divide by r of personnel by position summed across LEA's. $\frac{\text{CDE63 (NIN4:3,1-10)}}{}$ s Pg. 1 CDE63 (NIN4:2,1-10) Pg. 1 s	1.90 CDE63 - Pg. 1 (NIN4:3,1-10)(total salaries, positions) (NIN4:2,1-10)(number of personnel, position) (1-n)(LEA's) [Dollars/number of personnel]
logists Sum the amounts paid by the LEA's to ologists when the psychologists are employed by EA, across LEA's and divide by the number of ologists which meet this criterion across LEA's. the agency name in Column 1 is the LEA sum the nt paid in Column 2) $\frac{\text{CDE63 Pg. 14}\,[(2,1)+(2,2)+(2,n)]}{\text{CDE63 Pg. 14}\,(n_p)}$ s s	1.91 CDE63 - (1) Pg. 14 (2,1) (amount paid by LEA when the agency name is the same as that of the LEA, Psychologist 1) (2,2) (amount paid by the LEA when the agency name is the same as that of the LEA, Psychologist 2) (2,n) (amount paid by the LEA when the agency name is the same as that of the LEA, Psychologist n) (n_p) (number of Psychologists paid by the LEA) (1-n)(LEA's) [$/# of Psychologists]

Management Questions

1.91 Continued

Analyses

1.91 (2) Social Workers Sum the amounts pai social workers when the social work the LEA across LEA's and divide by social workers which meet this crit

(When the agency name in Column 1 i amount paid in Column 2)

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE63}}_{\text{Pg. 15}}[(2,1)+(2,2)+(2,n)}{\sum_{\text{LEA's}} {}^{\text{CDE63}}_{\text{Pg. 15}}(n_{sw})}$$

1.91 (3) Psychiatrists Sum the amounts paid psychiatrists when the psychiatrist the LEA across LEA's and divide by psychiatrists which meet this crite

(When the agency name in Column 1 is t amount paid in Column 2)

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE63}}_{\text{Pg. 16}}[(2,1)+(2,2)+(2,n)]}{\sum_{\text{LEA's}} {}^{\text{CDE63}}_{\text{Pg. 16}}(n_{psr})}$$

Analyses		Data Items
l Workers Sum the amounts paid by the LEA's to al workers when the social workers are employed by LEA across LEA's and divide by the number of al workers which meet this criterion across LEA's. n the agency name in Column 1 is the LEA sum the unt paid in Column 2) $\dfrac{\sum_{\text{LEA's}} {}^{\text{CDE63}}_{\text{Pg. 15}}[(2,1)+(2,2)+(2,n)]}{\sum_{\text{LEA's}} {}^{\text{CDE63}}_{\text{Pg. 15}}(n_{sw})}$	1.91	CDE63 - (2) Pg. 15 (2,1) (amount paid by LEA when the agency name is the same as that of the LEA, Social Worker$_1$) (2,2) (amount paid by the LEA when the agency name is the same as that of the LEA, Social Worker$_2$) (2,n) (amount paid by the LEA when the agency name is the same as that of the LEA, Social Worker $_n$) (n_{sw}) (number of Social Workers paid by the LEA) (1-n)(LEA's) [\$/# of Social Workers]
iatrists Sum the amounts paid by the LEA's to hiatrists when the psychiatrists are employed by LEA across LEA's and divide by the number of hiatrists which meet this criterion across LEA's . the agency name in Column 1 is the LEA sum the t paid in Column 2) $\dfrac{\sum_{\text{LEA's}} {}^{\text{CDE63}}_{\text{Pg. 16}}[(2,1)+(2,2)+(2,n)]}{\sum_{\text{LEA's}} {}^{\text{CDE63}}_{\text{Pg. 16}}(n_{psr})}$	1.91	CDE63 - (3) Pg. 16 (2,1) (amount paid by LEA when the agency name is the same as that of the LEA, Psychiatrist $_1$) (2,2) (amount paid by the LEA when the agency name is the same as that of the LEA, Psychiatrist $_2$) (2,n) (amount paid by the LEA when the agency name is the same as that of the LEA, Psychiatrist$_n$) (n_{psr}) (number of Psychiatrists paid by the LEA) (1-n)(LEA's) [\$/#of Psychiatrists]

Management Questions	Analyses
1.92 What is the total direct cost of the Special Education administrative program (a) across all LEA's (b) for each LEA?	1.92(a) Sum the total direct cost of administrative programs for Special Education across LEA's $\sum_{\text{LEA's}} \genfrac{}{}{0pt}{}{\text{CDE 148}}{\text{SEAP}} (3,12)$
	1.92(b) List the total cost of administrative progra for Special Education for each LEA List $\genfrac{}{}{0pt}{}{\text{CDE 148}}{\text{SEAP}} (3,12,1\text{-}n)$
1.93 What is the total direct cost of combined salaries for the Director, Assitant Director, Secretarial and Clerical personnel to the administrative program (a) across all LEA's (b) for each LEA?	1.93(a) Sum across LEA's direct cost of salaries for the Director, Assistant Director, Secretaria and Clerical positions $\sum_{\text{LEA's}} \genfrac{}{}{0pt}{}{\text{CDE 148}}{\text{SEAP}} (3,1*2*3*4)$
	1.93(b) List the cost of salaries for the Director, Asst. Director, Secretarial and Clerical positions for each LEA List $\genfrac{}{}{0pt}{}{\text{CDE 148}}{\text{SEAP}} (3,1*2*3*4,1\text{-}n)$

Analyses	Data Items
al direct cost of administrative r Special Education across LEA's ^{48} (3,12)	1.92 CDE-148 Special Education Administration Program Form(SEAP)(3,12,1-n) (Sub total cost, cost total, LEA's) [Dollars spent]
tal cost of administrative programs Education for each LEA ^{8} (3,12,1-n)	
LEA's direct cost of salaries for r, Assistant Director, Secretarial l positions ^{48}(3,1*2*3*4)	1.93 CDE-148 SEAP(3,1*2*3*4,1-n)(Cost, Director & Assitant Director & Secretarial & Clerical, LEA's) [Dollars spent]
st of salaries for the Director, tor, Secretarial and Clerical or each LEA ^{8}(3,1*2*3*4,1-n)	

$(6,1\text{-}42,1\text{-}n)$

	Management Questions		Analyses
1.94	What is the total direct cost of combined contracted personnel (a) across all LEA's (b) for each LEA?	1.94(a)	Sum across LEA's the direct cost of comb contracted personnel $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{SEAP}}(3,5*6*7)$
		(b)	List the direct cost of combined contrac personnel for each LEA $\text{List}^{\text{CDE 148}}_{\text{SEAP}}(3,5*6*7,1\text{-}n)$
1.95	What is the cost of travel, supplies, fringe benefits and other items in administrative program (a) across all LEA's (b) for each LEA?	1.95(a)	Sum across LEA's the cost of travel, sup fringe benefits and other items $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{SEAP}}(2,8\text{-}11)$
		(b)	List the cost of travel, supplies, fring benefits and other items for each LEA $\text{List}^{\text{CDE 148}}_{\text{SEAP}}(2,8\text{-}11,1\text{-}n)$

148
(6,1-42,1-n)

Analyses	Data Items
Sum across LEA's the direct cost of combined contracted personnel $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{SEAP}}(3,5*6*7)$	1.94 CDE - SEAP (3,5*6*7,1-n) (cost, 148 contracted personnel, LEA's) [Dollars spent]
) List the direct cost of combined contracted personnel for each LEA $\text{List}{}^{\text{CDE 148}}_{\text{SEAP}}(3,5*6*7,1\text{-}n)$	
Sum across LEA's the cost of travel, supplies, fringe benefits and other items $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{SEAP}}(2,8\text{-}11)$	1.95 CDE - SEAP (2,8,11,1-n) (cost, 148 travel and supplies and fringe benefits and other, 1-n) [Dollars spent]
) List the cost of travel, supplies, fringe benefits and other items for each LEA $\text{List}\ {}^{\text{CDE 148}}_{\text{SEAP}}(2,8\text{-}11,1\text{-}n)$	

LEA's Pg.21 HI-EH)

Management Questions	Analyses
1.96 What is the total direct cost in Special Education for pupil placement evaluation and screening (a) across all LEA's (b) for each LEA?	1.96(a) Sum across LEA's the total direct cos Education for pupil placement evaluat screening $\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{SEPP}\end{matrix} (3,18)$
	1.96(b) List the total direct cost in Special for pupil placement evaluation and sc each LEA List $\begin{matrix}\text{CDE 148}\\ \text{SEPP}\end{matrix} (3,18,1\text{-}n)$
1.97 What is the cost of salaries in the special education pupil placement evaluation and screening for supervisors, psychologists, psychiatrist, teachers, social workers, secretarial/clerical, and others (a) across all LEA's (b) for each LEA?	1.97(a) Sum the cost of contracted salaries placement, evaluation and screening psychologists, psychiatrists, teache workers, secretarial / clerical, and across all LEA's $\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{SEPP}\end{matrix} (2,1\text{-}9)$
	1.97(b) List - the cost of slaries in pupil evaluation and screening for supervi psychologists, psychiatrists, teache social workers, secretarial/ clerica others by each LEA List $\begin{matrix}\text{CDE 148}\\ \text{SEPP}\end{matrix} (2,1\text{-}9,1\text{-}n)$

Analyses			Data Items
Sum across LEA's the total direct cost in Special Education for pupil placement evaluation and screening $\sum_{\text{LEA's}} \substack{\text{CDE 148}\\ \text{SEPP}} (3,18)$ List the total direct cost in Special Education for pupil placement evaluation and screening for each LEA List $\substack{\text{CDE 148}\\ \text{SEPP}} (3,18,1\text{-}n)$	1.96	CDE - 148	Special Education Pupil Placement Evaluation and Screening (SEPP) (3,18,1-n) (cost sub total, cost total, LEA's) [Dollars spent]
Sum the cost of contracted salaries in pupil placement, evaluation and screening for supervisors, psychologists, psychiatrists, teachers, social workers, secretarial / clerical, and other, across all LEA's $\sum_{\text{LEA's}} \substack{\text{CDE 148}\\ \text{SEPP}} (2,1\text{-}9)$ List - the cost of slaries in pupil placement evaluation and screening for supervisors, psychologists, psychiatrists, teachers, social workers, secretarial/ clerical, and others by each LEA List $\substack{\text{CDE 148}\\ \text{SEPP}} (2,1\text{-}9,1\text{-}n)$	1.97	CDE - 148	SEPP (2,1-9, 1-n) (cost, salaried personnel, LEA's) [Dollars spent]

Management Questions	Analyses
1.98 What is the cost in special education for pupil placement evaluation and screening for contracted salaries for psychologist, psychiatrist, social workers, and others (a) across all LEA's (b) for each LEA?	1.98(a) Sum the cost of contracted salarie pupil placement, evaluation, and screening for each type of personn psychologists, psychiatrists, soci workers, and other, across all LEA $\sum_{\text{LEA's}} \substack{\text{CDE148}\\ \text{SEPP}}(2,10\text{-}14)$ 1.98(b) List the cost of contracted salari pupil placement, evaluation, and s for each type of personnel: psych psychiatrists, social workers, and by each LEA List $\substack{\text{CDE 148}\\ \text{SEPP}}(2,10\text{-}14,1\text{-}n)$
1.99 What is the cost of Special Education for pupil placement evaluation and screening for travel, supplies, and fringe benefits (a) across all LEA's (b) for each LEA?	1.99(a) Sum the cost in pupil placement eva and screening for each of travel, and fringe benefits across all LEA $\sum_{\text{LEA's}} \substack{\text{CDE 148}\\ \text{SEPP}}(2,15\text{-}17)$ 1.99(b) List the cost in pupil placement ev and screening for each of travel, and fringe benefits for each LEA. List $\substack{\text{CDE 148}\\ \text{SEPP}}(2,15\text{-}17,1\text{-}n)$

Analyses	Data Items
cost of contracted salaries in placement, evaluation, and ing for each type of personnel: logists, psychiatrists, social s, and other, across all LEA's CDE148 SEPP (2,10-14)	1.98 CDE - 148 SEPP (2,10-14,1-n) (cost, contracted personnel, LEA's) [Dollars spent]
he cost of contracted salaries in lacement, evaluation, and screening ch type of personnel: psychologists, atrists, social workers, and other n LEA DE 148 EPP (2,10-14,1-n)	
cost in pupil placement evaluation reening for each of travel, supplies nge benefits across all LEA's DE 148 EPP (2,15-17)	1.99 CDE - 148 SEPP (2,15-17,1-n) (cost, travel and supplies and fringe benefits, LEA's) [Dollars spent]
e cost in pupil placement evaluation eening for each of travel, supplies, nge benefits for each LEA. E 148 PP (2,15-17,1-n)	

	Management Questions		Analyses
1.100	What is the total direct cost in Special Education for the instructional materials center (a) across all LEA's (b) for each LEA?	1.100(a)	Sum across LEA's the total direct cost Special Education for the instructiona materials centers. $\sum_{\text{LEA's}} \substack{\text{CDE 148}\\ \text{SEIMC}} \ (3,13)$
		1.100(b)	List the total direct cost of Special for the instructional materials cente each LEA. $\text{List} \ \substack{\text{CDE 148}\\ \text{SEIMC}} \ (3,13)$
1.101	What is the cost of personnel in the instructional materials center in the categories instructional material centers specialist, audio-visual specialist, graphic artist & other (a) across all LEA's (b) for each LEA?	1.101(a)	Sum the cost of salaries in the instr materials center for each of: IMC sp A-V specialist, graphic artists, othe all LEA's $\sum_{\text{LEA's}} \substack{\text{CDE 148}\\ \text{SEIM}} \ (2,1\text{-}3)$
		1.101(b)	List the cost of salaries in the inst materials center for each of: IMC sp A-V specialist, graphic artists, and by each LEA $\text{List}_{\text{SEIM}}^{\text{CDE 148}} \ (2,1\text{-}3,1\text{-}n)$
1.102	What is the cost in Special Education for contracted personnel in instructional material center (a) across all LEA's (b) for each LEA?	1.102(a)	Sum across all LEA's the cost of sala the instructional materials center fo tracted personnel. $\sum_{\text{LEA's}} \substack{\text{CDE 148}\\ \text{SEIM}} \ (3,6{*}7{*}8)$

Analyses

across LEA's the total direct cost of ial Education for the instructional rials centers.

CDE 148 SEIMC (3,13)
's

the total direct cost of Special Education the instructional materials center for LEA.

t CDE 148 SEIMC (3,13)

the cost of salaries in the instructional erials center for each of: IMC specialist, specialist, graphic artists, other, across LEA's

CDE 148 SEIM (2,1-3)
's

t the cost of salaries in the instructional erials center for each of: IMC specialist, specialist, graphic artists, and other each LEA

t CDE 148 SEIM (2,1-3,1-n)

across all LEA's the cost of salaries in instructional materials center for con- cted personnel.

CDE 148 SEIM (3,6*7*8)
's

Data Items

1.100 CDE 148 - Specific Education Instructional Materials Center (SEIM) (3,13,1-n) (Cost sub-total, cost total, LEA's)

1.101 CDE 148 - SEIM (2,1-3, 1-n) (Cost, IMC specialist & A - V specialist & graphic artist, and other, LEA's)

[Dollars spent]

1.102 CDE 148 - SEIM (3,6*7*8,1-n) (subtotal, cost, LEA's)

[Dollars spent]

Management Questions	Analyses
1.102 What is the cost in Special Education for contracted personnel in instructional material center (a) across all LEA's (b) for each LEA?	1.102(b) List the cost of salaries in the instru materials center for contracted personn for each LEA. $\text{List}\ {}^{\text{CDE 148}}_{\text{SEIM}}\ (3,6*7*8,\ 1\text{-}n)$
1.103 What is the cost of travel, supplies, equipment, fringe benefits in the instructional material center in Special Education (a) across all LEA's (b) for each LEA?	1.103(a) Sum the cost in the instructional mater center for each of: travel, supplies, fringe benefits, across all LEA's $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{SEIM}}\ (2,9\text{-}12)$
	1.103(b) List the cost in the instructional mate center for each of: travel, supplies, & fringe benefits, for each LEA $\text{List}\ {}^{\text{CDE 148}}_{\text{SEIM}}\ (2,9\text{-}12,1\text{-}n)$

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Analyses		Data Items
the cost of salaries in the instructional ials center for contracted personnel and ach LEA. CDE 148 SEIM (3,6*7*8, 1-n)	1.102	See 1.102 preceding page
he cost in the instructional materials r for each of: travel, supplies, equipment, e benefits, across all LEA's CDE 148 SEIM (2,9-12)	1.103	CDE 148 - SEIM (2,9-12,1-n) (cost, travel & supplies & equipment & fringe benefits, LEA's) [Dollars spent]
the cost in the instructional materials r for each of: travel, supplies, equipment, nge benefits, for each LEA DE 148 EIM (2,9-12,1-n)		

Management Questions	Analyses
1.104 What is the cost for special transportation from home to school in Special Education (a) across all LEA's (b) for each LEA?	1.104(a) Sum the total direct cost for home/schoo special transportation across all LEA's $\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{SEPT}\end{matrix} (A,7)$ 1.104(b) List the total direct cost for home/scho special transportation for each LEA. List $\begin{matrix}\text{CDE 148}\\ \text{SEPT}\end{matrix} (A,7,1\text{-}n)$
1.105 What is the cost for special transportation from school to school for special education pupil transportation (a) across all LEA's (b) for each LEA?	1.105(a) Sum the total direct cost for school/sc special transportation across all LEA's $\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{SEPT}\end{matrix} (B,7)$ 1.105(b) List the total direct cost for school/s special transportation for each LEA. List $\begin{matrix}\text{CDE 148}\\ \text{SEPT}\end{matrix} (B,7,1\text{-}n)$
1.106 What is the total direct cost for Special Education pupil transportation (a) across all LEA's (b) for each LEA?	1.106(a) Sum the total direct cost for Special E pupil transportation across all LEA's $\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{SEPT}\end{matrix} (C,7)$ 1.106(b) List the total direct cost for Special pupil transportation for each LEA. List $\begin{matrix}\text{CDE 148}\\ \text{SEPT}\end{matrix} (C,7,1\text{-}n)$

Analyses	Data Items
n the total direct cost for home/school ecial transportation across all LEA's Σ 's CDE 148 SEPT (A,7)	1.104 CDE 148 - Special Education Pupil Transportation Direct Costs (SEPT) (A,7,1-n) (home school, total, LEA's) [Dollars spent]
t the total direct cost for home/school ecial transportation for each LEA. t CDE 148 SEPT (A,7,1-n)	
n the total direct cost for school/school ecial transportation across all LEA's Σ A's CDE 148 SEPT (B,7)	1.105 CDE 148 - SEPT (B,7,1-n) (school/school, total, LEA's) [Dollars spent]
st the total direct cost for school/school ecial transportation for each LEA. st CDE 148 SEPT (B,7,1-n)	
m the total direct cost for Special Education pil transportation across all LEA's Σ A's CDE 148 SEPT (C,7)	1.106 CDE 148 - SEPT (C,7,1-n) (total, total, LEA's) [Dollars spent]
st the total direct cost for Special Education pil transportation for each LEA. st CDE 148 SEPT (C,7,1-n)	

	Management Questions		Analyses
1.107	What is the direct cost of transportation for Special Educational children?	1.107	Sum the estimated cost of transportation used exclusively for handicapped pupils across LEA's. $\sum_{\text{LEA's}}$ Pg. 26 (3b)

Analyses	Data Items
n the estimated cost of transportation ed exclusively for handicapped pupils ross LEA's. Pg. 26 (3b) 's	1.107 CDE4 - Pg. 26 - (3b) (estimated cost of transportation used exclusively for handicapped pupils) [Dollars spent]

Management Questions	Analyses
1.108 What is the direct cost of categorical salaries for supervisors, teachers, & others (costs broken out by handicap) and total direct cost for these personnel by handicap for regular school year Special Education (a) across all LEA's (b) by each LEA?	1.108 (a) (1) Positions Sum the cost of categorical sal for each of supervisors, teachers, others, fo each type of handicap, across all service deliveries (sample LEA's only), across all prog levels except summer, across all LEA's $\sum_{\text{LEA's(S)}} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{Delivery}}} \substack{\text{CDE 148}\\ \text{Spec Ed}} (2,1\text{-}4,1\text{-}7)$ $+$ $\sum_{\text{LEA's(NS)}} \sum_{\substack{\text{Program}\\ \text{level}}} \substack{\text{CDE 148}\\ \text{Spec Ed}} (2,1\text{-}4,1\text{-}7)$ (2) Total Sum the total cost of categorical salaries for salaried personnel for each type handicap, across all service deliveries (sampl LEA's only), across all program levels except across all LEA's $\sum_{\text{LEA's(S)}} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{Delivery}}} \substack{\text{CDE 148}\\ \text{Spec Ed}} (3,1{*}2{*}3{*}4,1\text{-}$ $+$ $\sum_{\text{LEA's(NS)}} \sum_{\substack{\text{Program}\\ \text{level}}} \substack{\text{CDE 148}\\ \text{Spec Ed}} (3,1{*}2{*}3{*}4,1\text{-}7)$

Analyses

Sum the cost of categorical salaries
pervisors, teachers, others, for
andicap, across all service
mple LEA's only), across all program
summer, across all LEA's

$$\sum_{\substack{\text{ram}\\\text{l}}} \sum_{\substack{\text{Service}\\\text{Delivery}}} \begin{matrix}\text{CDE 148}\\\text{Spec Ed}\end{matrix}(2,1\text{-}4,1\text{-}7)$$

$$+$$

$$\sum_{\substack{\text{gram}\\\text{el}}} \begin{matrix}\text{CDE 148}\\\text{Spec Ed}\end{matrix}(2,1\text{-}4,1\text{-}7)$$

m the total cost of categorical
alaried personnel for each type of
ss all service deliveries (sample
cross all program levels except summer,
's

$$\sum_{\substack{\text{gram}\\\text{el}}} \sum_{\substack{\text{Service}\\\text{Delivery}}} \begin{matrix}\text{CDE 148}\\\text{Spec Ed}\end{matrix}(3,1{*}2{*}3{*}4,1\text{-}7)$$

$$+$$

$$\sum_{\substack{\text{gram}\\\text{el}}} \begin{matrix}\text{CDE 148}\\\text{Spec Ed}\end{matrix}(3,1{*}2{*}3{*}4,1\text{-}7)$$

Data Items

1.108 CDE 148 - Spec. Ed-S (2,1-4,1-7, 1-3,1-5, 1-$n_{(S)}$) (cost, salaried personnel, handicaps, service delivery, program level, $\text{LEA's}_{(S)}$)

[Dollars spent]

Spec Ed-NS (2,1-4,1-7,1-2 1-$n_{(NS)}$) (cost, salaried personnel, handicaps, program level, $\text{LEA}_{(NS)}$)

[Dollars spent]

Spec Ed-S (3,1*2*3*4,1-7, 1-3,1-5, 1-$n_{(S)}$) (subtotal, salaried personnel, handicaps, service deliveries, program levels, $\text{LEA's}_{(S)}$)

[Dollars spent]

Spec Ed-NS (3,1*2*3*4,1-7, 1-2, 1-$n_{(NS)}$) (subtotal, salaried personnel, handicaps, program levels, $\text{LEA's}_{(NS)}$)

[Dollars spent]

Management Questions	Analyses
1.108 What is the direct cost of categorical salaries for supervisors, teachers, & others (costs broken out by handicap) and total direct cost for these personnel by handicap for regular school year Special Education (a) across all LEA's (b) by each LEA?	1.108(b) (1) Positions Sum the cost of salaries supervisors, teachers, others for each ty across all service deliveries (sample LEA across all program levels except summer, each LEA List $\sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{deliveries}}} \text{CDE 148}_{\text{Spec Ed}}(2,1\text{-}4,$ List $\sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Spec Ed}} (2,1\text{-}4,1\text{-}7,1\text{-}n_{(NS)})$ (2) Total Sum the total cost of categori for each type of handicap across service (sample LEA's only), across program level summer, and list for each LEA. List $\sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{deliveries}}} \text{CDE 148}_{\text{Spec Ed}}(3,1*$ List $\sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Spec Ed}} (3,1*2*3*4,1\text{-}7,1\text{-}$

Analyses	Data Items
(1) Positions Sum the cost of salaries for each of supervisors, teachers, others for each type of handicap across all service deliveries (sample LEA's only), across all program levels except summer, and list for each LEA	1.108 See 1.108 on preceding page

$$\text{List} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{deliveries}}} \substack{\text{CDE 148}\\ \text{Spec Ed}}(2,1\text{-}4,1\text{-}7,1\text{-}n_{(S)})$$

$$\text{List} \sum_{\substack{\text{Program}\\ \text{level}}} \substack{\text{CDE 148}\\ \text{Spec Ed}}\ (2,1\text{-}4,1\text{-}7,1\text{-}n_{(NS)})$$

(2) Total Sum the total cost of categorical salaries for each type of handicap across service delivery (sample LEA's only), across program level, except summer, and list for each LEA.

$$\text{List} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{deliveries}}} \substack{\text{CDE 148}\\ \text{Spec Ed}}(3,1{*}2{*}3{*}4,1\text{-}7,1\text{-}n_{(S)})$$

$$\text{List} \sum_{\substack{\text{Program}\\ \text{level}}} \substack{\text{CDE 148}\\ \text{Spec Ed}}\ (3,1{*}2{*}3{*}4,1\text{-}7,1\text{-}n_{(NS)})$$

Management Questions	Analyses
1.109 What is the total direct cost of categorical salaries for contracted personnel by handicap for regular school year Special Education (a) across all LEA's (b) by each LEA?	1.109(a) Sum the cost of contracted personnel in S Education for each type of handicap across deliveries (sample(S) LEA's only) across a levels except summer, across all LEA's $\sum_{\substack{\text{LEA's}\\ \text{(S)}}} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{Delivery}}} \begin{matrix}\text{CDE 148}\\ \text{Spec Ed}\end{matrix} (3,5*6*$ $+$ $\sum_{\substack{\text{LEA's}\\ \text{(NS)}}} \sum_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Spec Ed}\end{matrix} (3,5*6*7,1\text{-}7)$ (b) Sum the cost of contracted personnel in S Education for each type of handicap acros deliveries (sample(S) LEA's only) across levels, except summer, and list for each $\text{List} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{Delivery}}} \begin{matrix}\text{CDE 148}\\ \text{Spec Ed}\end{matrix} (3,5*6*$ $\text{List} \sum_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Spec Ed}\end{matrix} (3,5*6*7,1\text{-}7,1\text{-}n$

lyses

contracted personnel in Special
ch type of handicap across all service
ple(S) LEA's only) across all program
mmer, across all LEA's

$$\sum_{\substack{\text{Service}\\ \text{Delivery}}} \text{CDE 148 Spec Ed } (3,5{*}6{*}7,1\text{-}7)$$

$$+$$

$$\text{CDE 148 Spec Ed } (3,5{*}6{*}7,1\text{-}7)$$

contracted personnel in Special
ach type of handicap across all service
ple(S) LEA's only) across all program
summer, and list for each LEA.

$$\sum_{\substack{\text{Service}\\ \text{Delivery}}} \text{CDE 148 Spec Ed } (3,5{*}6{*}7,1\text{-}7,1\text{-}n_{(S)})$$

$$\text{DE 148 Spec Ed } (3,5{*}6{*}7,1\text{-}7,1\text{-}n_{(NS)})$$

Data Items

1.109 CDE 148 - Spec Ed-S (3,5*6*7, 1-7, 1-3, 1-5, 1-$n_{(S)}$)(cost, contracted personnel, handicaps, service deliveries, program levels, LEA's$_{(S)}$)

Spec Ed-NS (3,5*6*7,1-7,1-2, 1-$n_{(NS)}$) (cost, contracted personnel, handicaps, program levels, LEA's $_{(NS)}$)

[Dollars spent]

Management Questions

1.110 What are the total direct other categorical salary costs for Special Education by type handicap for regular school year Special Education
(a) across all LEA's
(b) by each LEA?

Analyses

1.110(a) Sum the cost of other cost category in Speci
for each type of handicap across all service
(sample LEA's only) across all program level
all LEA's

$$\sum_{\substack{\text{LEA's}\\ \text{(S)}}} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,8*9*10,1-$$

$$+$$

$$\sum_{\substack{\text{LEA's}\\ \text{(NS)}}} \sum_{\substack{\text{Program}\\ \text{Level}}} \underset{\text{Spec Ed}}{\text{CDE 148}}\ (3,8*9*10,1-7)$$

(b) Sum the cost of other costs category in Speci
for each type of handicap across all service
(sample LEA's only) across all program levels
summer, and list for each LEA

$$\text{List} \sum_{\substack{\text{Program}\\ \text{Level}}} \sum_{\substack{\text{Service}\\ \text{Delivery}}} \underset{\text{Spec Ed}}{\text{CDE 148}}\ (3,8*9*10,$$

$$+$$

$$\text{List} \sum_{\substack{\text{Program}\\ \text{Level}}} \underset{\text{Spec Ed}}{\text{CDE 148}}\ (3,8*9*10,1-7,1-n_{(NS}$$

9/12/72

Data Items

t of other cost category in Special Education
pe of handicap across all service deliveries
's only) across all program levels, across

$$\sum_{\substack{\text{Service}\\ \text{delivery}}} \text{CDE 148}_{\text{Spec Ed}}(3,8*9*10,1-7)$$

ram
i

+

$$\text{CDE 148}_{\text{Spec Ed}}(3,8*9*10,1-7)$$

ram

: of other costs category in Special Education
pe of handicap across all service deliveries
s only) across all program levels except
list for each LEA

$$\sum_{\substack{\text{Service}\\ \text{Delivery}}} \text{CDE 148}_{\text{Spec Ed}}(3,8*9*10,1-7,1-n_{(S)})$$

ram

+

$$\text{CDE 148}_{\text{Spec Ed}}(3,8*9*10,1-7,1-n_{(NS)})$$

ram

1.110 CDE_{148} - Spec Ed-S (3,8*9*10,1-7, 1-3,1-5,1-n(s)) subtotal, other costs, handicaps, service deliveries, program level, LEA's(S))

Spec Ed-NS (3,8*9*10,1-7, 1-2, 1-n(NS)) (Subtotal, other costs, handicaps, program levels, LEA's (NS)

[Dollars spent]

Management Questions	Analyses
1.111 What are the total direct categorical costs for Special Education by type of service delivery for regular schools (a) across all LEA's (b) by each LEA?	1.111 (a) Sum the total categorical salary cost o Education for each of the types of serv delivery across all handicaps, across a program levels, across all LEA's (for s LEA's) only $\sum_{\substack{\text{LEA's}\\(S)}} \sum_{\substack{\text{Program}\\\text{level}}} \sum_{\text{Handicaps}} \text{CDE 148 Spec Ed}$ (3, (b) Sum the total categorical salary cost o Education for each of the types of serv delivery across all handicaps, across a levels except summer & list for each LE List $\sum_{\substack{\text{Program}\\\text{level}}} \sum_{\text{Handicaps}} \text{CDE 148 Spec Ed}$ (3,1
1.112 What are the total direct categorical costs of Special Education by program levels during the regular school year (a) across all LEA's (b) by each LEA?	1.112 (a) Sum the total direct categorical cost i Education for each of the regular schoo program levels across all handicaps, ac service deliveries (sample LEA's only), LEA's (Pre-school) $\sum_{\substack{\text{LEA's}\\(S)}} \sum_{\substack{\text{Service}\\\text{delivery}}} \sum_{\text{Handicaps}} \text{CDE 148 Spec Ed}$ (+ $\sum_{\substack{\text{LEA's}\\(NS)}} \sum_{\text{Handicaps}} \text{CDE 148 Spec Ed}$ (3,11,1)

Analyses		Data Items
1 (a)	Sum the total categorical salary cost on Special Education for each of the types of service delivery across all handicaps, across all program levels, across all LEA's (for sample LEA's) only $\sum_{\text{LEA's (S)}} \sum_{\text{Program level}} \sum_{\text{Handicaps}}$ CDE 148 Spec Ed (3,11,1-3)	1.111 CDE 148 - Spec Ed-S (3,11,1-7, 1-3,1-5,1-n $_{(S)}$)(Subtotal, total, handicaps, service deliveries, program levels, LEA's $_{(S)}$) [Dollars spent]
(b)	Sum the total categorical salary cost on Special Education for each of the types of service delivery across all handicaps, across all program levels except summer & list for each LEA List $\sum_{\text{Program level}} \sum_{\text{Handicaps}}$ CDE 148 Spec Ed (3,11,1,3,1-n)	
12 (a)	Sum the total direct categorical cost in Special Education for each of the regular school year program levels across all handicaps, across all service deliveries (sample LEA's only), across all LEA's (Pre-school) $\sum_{\text{LEA's (S)}} \sum_{\text{Service delivery}} \sum_{\text{Handicaps}}$ CDE 148 Spec Ed (3,11,1) + $\sum_{\text{LEA's (NS)}} \sum_{\text{Handicaps}}$ CDE 148 Spec Ed (3,11,1)	1.112 CDE 148 - Spec Ed-S (3,11,1,1-7, 1-3, 1-n$_{(S)}$) (subtotal, total costs, pre school, handicaps, service deliveries, LEA's $_{(S)}$) Spec Ed-NS (3,11,1-7,1-n $_{(NS)}$) (subtotal, total costs, pre-school, handicaps, LEA's $_{(NS)}$) Spec Ed-S (3,11,2,1-7,1-3, 1-n$_{(S)}$) (subtotal, total costs, elementary, handicaps, service deliveries, LEA's$_{(S)}$)

Management Questions

1.112 What are the total direct categorical costs of Special Education by program levels during the regular school year (a) across all LEA's (b) by each LEA?

Analyses

(K - 12)

$$\sum_{\substack{\text{LEA's}\\(\text{S})}} \sum_{\substack{\text{Service}\\\text{Delivery}}} \sum_{\text{Handicaps}} {}^{\text{CDE 148}}_{\text{Spec Ed}}\left[\begin{matrix}(3,11,2)\\(3,11,4\end{matrix}\right. \quad +$$

$$\sum_{\substack{\text{LEA's}\\(\text{NS})}} \sum_{\text{Handicaps}} {}^{\text{CDE 148}}_{\text{Spec Ed}} (3,11,2)$$

1.112 (b) Sum the total direct cost in Special Educat each of the regular school year program lev all handicaps, across all service deliveries LEA's only) and list for each LEA

(Pre-school)

$$\text{List} \sum_{\substack{\text{Service}\\\text{Delivery}}} \sum_{\text{Handicaps}} {}^{\text{CDE 148}}_{\text{Spec Ed}} (3,11,1,1\text{-n} \quad +$$

$$\text{List} \sum_{\text{Handicaps}} {}^{\text{CDE 148}}_{\text{Spec Ed}} (3,\ 11,\ 1,1\text{-n}_{(\text{NS})})$$

(K - 12)

$$\text{List} \sum_{\substack{\text{Service}\\\text{delivery}}} \sum_{\text{Handicaps}} {}^{\text{CDE 148}}_{\text{Spec Ed}}\left[\begin{matrix}(3,11,2,1\text{-n}\\(3,11,4,1\end{matrix}\right. \quad +$$

$$\text{List} \sum_{\text{Handicaps}} {}^{\text{CDE 148}}_{\text{Spec Ed}} (3,11,2,1\text{-n}_{\ (\text{NS})})$$

Analyses

)

$$\sum_{\substack{\text{Service}\\ \text{Delivery}}} \sum_{\text{Handicaps}} \underset{\text{Spec Ed}}{\text{CDE 148}}[(3,11,2)+(3,11,3)+(3,11,4)+(3,11,5)]$$

+

$$\sum_{\text{Handicaps}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,11,2)$$

e total direct cost in Special Education for
f the regular school year program levels across
dicaps, across all service deliveries (sample
nly) and list for each LEA
hool)

$$\sum_{\substack{\text{Service}\\ \text{Delivery}}} \sum_{\text{Handicaps}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,11,1,1\text{-}n_{(S)})$$

+

$$\sum_{\text{andicaps}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,\ 11,\ 1,1\text{-}n_{(NS)})$$

)

$$\sum_{\substack{\text{ervice}\\ \text{elivery}}} \sum_{\text{Handicaps}} \underset{\text{Spec Ed}}{\text{CDE 148}}[(3,11,2,1\text{-}n_{(S)})+(3,11,3,1\text{-}n_{(S)})+(3,11,4,1\text{-}n_{(S)})+(3,11,5,1\text{-}n_{(S)})]$$

+

$$\sum_{\text{andicaps}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,11,2,1\text{-}n_{(NS)})$$

Data Items

1.112 CDE 148 - Spec Ed-S (3,11,3,1-7,1-3 1-n$_{(S)}$)(subtotal, total costs, junior high, handicaps, service deliveries, LEA's$_{(S)}$)
Spec Ed-S (3,11,4,1-7,1-3, 1-n$_{(S)}$) (Subtotal, total costs, senior high, handicaps, service deliveries, LEA's$_{(S)}$)
Spec Ed-S (3,11,5,1-7,1-3, 1-n$_{(S)}$)(subtotal, total costs, WES, handicaps, service deliveries, LEA's$_{(S)}$)
Spec Ed-NS (3,11,2,1-7,1-n$_{(NS)}$) (subtotal, total costs, K-12, handicaps, LEA's$_{(NS)}$)

[Dollars spent]

Management Questions		Analyses
1.113 What is the total direct categorical cost of special education by handicap for regular school year programs (a) across all LEA's (b) by each LEA?	1.113(a)	Sum the total cost in Special Education for each type of handicap across all service deliver (sample LEA's only), across regular school year program levels, across all LEA's $\sum_{\substack{\text{LEA's}\\(S)}} \sum_{\substack{\text{Program}\\\text{level}}} \sum_{\substack{\text{Service}\\\text{Delivery}}} \begin{matrix}\text{CDE 148}\\\text{Spec Ed}\end{matrix} (3,11,1\text{-}7)$ $+$ $\sum_{\text{LEA's(NS)}} \sum_{\substack{\text{Program}\\\text{level}}} \begin{matrix}\text{CDE 148}\\\text{Spec Ed}\end{matrix} (3,11,1\text{-}7)$
	1.113(b)	Sum the total cost in Special Education for each type of handicap across all service deliveries (sample LEA's only), across regular school year program levels, and list for each LEA's $\text{List} \sum_{\substack{\text{Program}\\\text{level}}} \sum_{\substack{\text{Service}\\\text{Delivery}}} \begin{matrix}\text{CDE 148}\\\text{Spec Ed}\end{matrix} (3,11,1\text{-}7,1\text{-}n_{(S)})$ $+$ $\text{List} \sum_{\substack{\text{Program}\\\text{level}}} \begin{matrix}\text{CDE 148}\\\text{Spec Ed}\end{matrix} (3,11,1\text{-}7,1\text{-}n_{(NS)})$

Analyses

the total cost in Special Education for type of handicap across all service deliveries ple LEA's only), across regular school year ram levels, across all LEA's

$$\underset{\text{s}}{} \quad \sum_{\substack{\text{Program}\\\text{level}}} \sum_{\substack{\text{Service}\\\text{Delivery}}} \begin{matrix}\text{CDE 148}\\\text{Spec Ed}\end{matrix} (3,11,1\text{-}7)$$

$$+$$

$$\sum_{\text{s(N)}} \quad \sum_{\substack{\text{Program}\\\text{level}}} \begin{matrix}\text{CDE 148}\\\text{Spec Ed}\end{matrix} (3,11,1\text{-}7)$$

the total cost in Special Education for each of handicap across all service deliveries ple LEA's only), across regular school year ram levels, and list for each LEA's

$$\sum_{\substack{\text{Program}\\\text{level}}} \sum_{\substack{\text{Service}\\\text{Delivery}}} \begin{matrix}\text{CDE 148}\\\text{Spec Ed}\end{matrix} (3,11,1\text{-}7,1\text{-}n_{(S)})$$

$$+$$

$$\sum_{\substack{\text{Program}\\\text{level}}} \begin{matrix}\text{CDE 148}\\\text{Spec Ed}\end{matrix} (3,11,1\text{-}7,1\text{-}n_{(NS)})$$

Data Itesm

1.113 CDE 148 - Spec Ed-S (3,11,1-7,1-3, 1-5, 1-$n_{(S)}$) (sub-total total cost, handicaps, service deliveries, program levels, LEA's $_{(S)}$)

Spec Ed-NS (3,11,1-7,1-2, 1-$n_{(NS)}$) (subtotal, total cost, all handicaps, all program levels, LEA's$_{(NS)}$)

[Dollars spent]

Management Questions	Analyses
1.114 What is the cost of categorical salaries for supervisors, teachers and other salaried personnel in work experience and study programs in Special Education and what is the total cost of salaries for these personnel for the regular school year (a) across all LEA's (b) by each LEA?	1.114 1.(a) Sum the cost of categorical salaries in work experience and study for each of: supervisors, teachers, others, across program levels except summer, and across LEA's $\sum_{\text{LEA's}} \sum_{\text{Regular}} \begin{matrix}\text{CDE 148}\\ \text{SEWE}\end{matrix} (2,1\text{-}4)$
	1.114 (b) Sum cost of categorical salary in work experien and study for each of: supervisors, teachers, others, across program levels except summer and list for each LEA List $\sum_{\text{Regular}} \begin{matrix}\text{CDE 148}\\ \text{SEWE}\end{matrix} (2,1\text{-}4,1\text{-}n)$
	1.114 2.(a) Sum the total cost of salaried personnel in work experience and study across program levels, across LEA's $\sum_{\text{LEA's}} \sum_{\text{Regular}} \begin{matrix}\text{CDE 148}\\ \text{SEWE}\end{matrix} (3,1*2*3*4)$
	1.114 (b) Sum the total cost of salaried personnel in work experience and study across program levels except summer and list for each LEA List $\sum_{\text{Regular}} \begin{matrix}\text{CDE 148}\\ \text{SEWE}\end{matrix} (3,1*2*3*4,1\text{-}n)$

Analyses

he cost of categorical salaries in work ence and study for each of: supervisors, rs, others, across program levels except , and across LEA's

$$\sum_{\text{Regular}} {}^{\text{CDE 148}}_{\text{SEWE}}(2,1\text{-}4)$$

st of categorical salary in work experience udy for each of: supervisors, teachers, , across program levels except summer st for each LEA

$$\sum_{\text{Regular}} {}^{\text{CDE 148}}_{\text{SEWE}}(2,1\text{-}4,1\text{-}n)$$

e total cost of salaried personnel in xperience and study across program , across LEA's

$$\sum_{\text{Regular}} {}^{\text{CDE 148}}_{\text{SEWE}}(3,1{*}2{*}3{*}4)$$

e total cost of salaried personnel in xperience and study across program except summer and list for each LEA

$$\sum_{\text{Regular}} {}^{\text{CDE 148}}_{\text{SEWE}}(3,1{*}2{*}3{*}4,1\text{-}n)$$

Data Items

1.114 $^{\text{CDE}}_{\text{148}}$ - Spec Ed Work Experience
& Study Programs
Composite Report

SEWE (2,1-4,1-2,1-n)
(cost, all salaried
personnel, regular, LEA's)

[Dollars spent]

SEWE (3,1*2*3*4, 1-2,1-n)
(subtotal, all salaried
personnel, regular, LEA's)

[Dollars spent]

Management Questions	Analyses
1.115 What is the cost of categorical salaries for contracted personnel in work experience type programs in Special Education for the regular school year (a) across all LEA's (b) by each LEA?	1.115(a) Sum the cost of categorical salaries for contracted personnel across LEA's and across regular programs $\sum_{\text{LEA's}} \sum_{\text{Regular}} \underset{\text{SEWE}}{\text{CDE 148}} \; (3,5*6*7)$ 1.115(b) Sum the cost of categorical salaries for contracted personnel & list for each LEA's and across regular programs $\text{List} \sum_{\text{Regular}} \underset{\text{SEWE}}{\text{CDE 148}} \; (3,5*6*7,1\text{-}n)$
1.116 What is the other categorical salary cost of work experience study programs in Special Education for the regular school year (a) across all LEA's (b) by each LEA?	1.116(a) Sum the other categorical salary cost across LEA's and across regular programs $\sum_{\text{LEA's}} \sum_{\text{Regular}} \underset{\text{SEWE}}{\text{CDE 148}} \; (3,8*9*10)$ 1.116(b) Sum the other categorical salary cost across regular programs and list for each LEA $\text{List} \sum_{\text{Regular}} \underset{\text{SEWE}}{\text{CDE 148}} \; (3,8*9*10,1\text{-}n)$
1.117 What is the total categorical salary cost of work experience and study programs in Special Education for the regular school year (a) across all LEA's (b) by each LEA?	1.117(a) Sum the total categorical salary cost across LEA's $\sum_{\text{LEA's}} \sum_{\text{Regular}} \underset{\text{SEWE}}{\text{CDE 148}} \; (3,11)$ 1.117(b) Sum the total categorical salary & list for each LEA $\text{List} \sum_{\text{Regular}} \underset{\text{SEWE}}{\text{CDE 148}} \; (3,11,1\text{-}n)$

Analyses	Data Items
Sum the cost of categorical salaries for contracted personnel across LEA's and across egular programs $\sum_{\text{EA's}} \sum_{\text{Regular}} \begin{matrix}\text{CDE 148}\\ \text{SEWE}\end{matrix} (3,5*6*7)$ um the cost of categorical salaries for contracted personnel & list for each LEA's and cross regular programs ist $\sum_{\text{Regular}} \begin{matrix}\text{CDE 148}\\ \text{SEWE}\end{matrix} (3,5*6*7,1\text{-}n)$	1.115 CDE 148 - SEWE (3,5*6*7,1-2,1-n) subtotal, contracted personnel, regular, LEA's) [Dollars spent]
Sum the other categorical salary cost across LEA's and across regular programs $\sum_{\text{LEA's}} \sum_{\text{Regular}} \begin{matrix}\text{CDE 148}\\ \text{SEWE}\end{matrix} (3,8*9*10)$ Sum the other categorical salary cost across regular programs and list for each LEA List $\sum_{\text{Regular}} \begin{matrix}\text{CDE 148}\\ \text{SEWE}\end{matrix} (3,8*9*10,1\text{-}n)$	1.116 CDE 148 - SEWE (3,8*9*10,1-2,1-n) (subtotal, other costs, regular, LEA's) [Dollars spent]
Sum the total categorical salary cost across LEA's $\sum_{\text{LEA's}} \sum_{\text{Regular}} \begin{matrix}\text{CDE 148}\\ \text{SEWE}\end{matrix} (3,11)$ Sum the total categorical salary & list for each LEA List $\sum_{\text{Regular}} \begin{matrix}\text{CDE 148}\\ \text{SEWE}\end{matrix} (3,11,1\text{-}n)$	1.117 CDE 148 - SEWE (3,11,1-2,1-n) (Subtotal, total, regular, LEA's) [Dollars spent]

Management Questions	Analyses
1.118 What is the cost of categorical salaries of work experience and study programs by regular schools programs and summer programs (a) across all LEA's (b) by each LEA?	1.118(a) Sum the total categorical salary cost a LEA's and by summer and regular program $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{SEWE}} (3,11,1\text{-}2)$
	1.118(b) List the total categorical salary cost each LEA by summer and regular programs $\text{List} \; {}^{\text{CDE 148}}_{\text{SEWE}} (3,11,1\text{-}2,1\text{-}n)$

Analyses	Data Items
categorical salary cost across summer and regular programs (3,11,1-2)	CDE 1.118 148 - SE E (3,11,1-2,1-n) (subtotal, total regular & summer, LEA's) [Dollars spent]
l categorical salary cost for ummer and regular programs (3,11,1-2,1-n)	

Management Questions		Analyses
1.119 What is the cost of categorical salaries for supervisors, teachers and others and total for pre school programs in Special Education (a) across all LEA's (b) by each LEA?	1.119(a)	(1) Positions Sum the categorical cos LEA's by supervisors, teachers, and o $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{SEPC}}(2,1\text{-}4)$ (2) Total Sum the total cost of categ for salaried personnel across all LEA $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{SEPC}}(3,1{*}2{*}3{*}4)$
	1.119(b)	(1) Positions Sum the categorical sa supervisors, teachers, others and li LEA List ${}^{\text{CDE 148}}_{\text{SEPC}}(2,1\text{-}4,1\text{-}n)$ (2) Total List the total cost of cat salaries for salaried personnel for List ${}^{\text{CDE 148}}_{\text{SEPC}}(3,1{*}2{*}3{*}4,1\text{-}n)$
1.120 What is the categorical cost of salaries for contracted personnel (a) across all LEA's (b) by each LEA?	1.120(a)	Sum the total categorical cost of sa contracted personnel across LEA's $\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{SEWE}}(3,5{*}6{*}7)$
	1.120(b)	List the total categorical cost of s contracted personnel for each LEA List ${}^{\text{CDE 148}}_{\text{SEWE}}(3,5{*}6{*}7,1\text{-}n)$

nalyses

s Sum the categorical cost across
ervisors, teachers, and others

$^{148}_{\text{PC}}$(2,1-4)

the total cost of categorical salaries
personnel across all LEA's

$^{148}_{\text{C}}$(3,1*2*3*4)

s Sum the categorical salaries cost by
, teachers, others and list for each

E $^{148}_{\text{PC}}$(2,1-4,1-n)

ist the total cost of categorical
r salaried personnel for each LEA

$^{148}_{\text{PC}}$(3,1*2*3*4,1-n)

al categorical cost of salaries for
personnel across LEA's

$^{148}_{\text{E}}$(3,5*6*7)

al categorical cost of salaries for
personnel for each LEA

E $^{148}_{\text{EE}}$(3,5*6*7,1-n)

Data Items

1.119 CDE - Special Pre school
148 Composite Report
(SEPC) (2,1-4,1-n)
(costs, salaried personnel, LEA's)

[Dollars spent]

CDE - Special Pre school
148 Composite Report (SEPC)
(3,1*2*3*4,1-n) (subtotal, salaried personnel, LEA's)

[Dollars spent]

1.120 CDE - SEPC (3,5*6*7,1-n)
148 (subtotal, contracted
personnel, LEA's)

[Dollars spent]

Management Questions		Analyses
1.121 What is the cost of other categorical salaries for preschool Special Education programs (a) across all LEA's (b) by each LEA?	1.121(a)	Sum the total other categorical salary cost LEA's $\sum_{\text{LEA's}} \overset{\text{CDE 148}}{\text{SEPC}}(3,8*9*10)$
	1.121(b)	List the total other categorical salaries LEA List $\overset{\text{CDE 148}}{\text{SEPC}}(3,8*9*10,1\text{-}n)$
1.122 What is the total cost of categorical salaries of preschool Special Education programs (a) across all LEA's (b) by each LEA?	1.122(a)	Sum the total cost of categorical salaries LEA's $\sum_{\text{LEA's}} \overset{\text{CDE 148}}{\text{SEPC}}(3,11)$
	1.122(b)	List the total cost of categorical salaries LEA List $\overset{\text{CDE 148}}{\text{SEPC}}(3,11,1\text{-}n)$

Analyses		Data Items
the total other categorical salary costs across 's $\sum_{\text{'s}} \text{SEPC}^{\text{CDE 148}}(3,8*9*10)$ t the total other categorical salaries for each t $\text{SEPC}^{\text{CDE 148}}(3,8*9*10,1\text{-}n)$	1.121	CDE - SEPC (3,8*9*10,1-n) 148 (subtotal, other costs, LEA's) [Dollars spent]
the total cost of categorical salaries across 's $\sum_{\text{'s}} \text{SEPC}^{\text{CDE 148}}(3,11)$ st the total cost of categorical salaries for each t $\text{SEPC}^{\text{CDE 148}}(3,11,1\text{-}n)$	1.122	CDE - SEPC (3,11,1-n) (sub- 148 total, total costs, LEA's) [Dollars spent]

Management Questions		Analyses
1.123 What is the cost of categorical salaries for supervisors, teachers, others and total for summer programs in Special Education (a) across all LEA's (b) by each LEA?	1.123(a)	Sum the cost of categorical salaries and cost separately by supervisors. teachers. across program level and across service d and across sample LEA's. Add these total the cost of categorical salaries and tota separately by supervisors, teachers, othe non-sample LEA's $\sum_{\substack{\text{LEA's}\\(S)}} \sum_{\substack{\text{Program}\\\text{level}}} \sum_{\substack{\text{Service}\\\text{delivery}}} {}^{\text{CDE 148}}_{\text{SESP}}(2,1\text{-}4)$ $+$ $\sum_{\substack{\text{LEA's}\\(NS)}} {}^{\text{CDE 148}}_{\text{SESP}}(2,1\text{-}4)$
	1.123(b)	Sum the cost of categorical salaries and cost separately by supervisors, teachers across program level and across service and list for each LEA. Add each of thes to the cost of categorical salaries summed separately by supervisors, teache others for each LEA List $\sum_{\substack{\text{Program}\\\text{level}}} \sum_{\substack{\text{Service}\\\text{delivery}}} {}^{\text{CDE 148}}_{\text{SESP}}(2,1\text{-}4,1\text{-}n\ (S$ $+$ List ${}^{\text{CDE 148}}_{\text{SESP}}(2,1\text{-}4,1\text{-}n\ (NS))$

Analyses

he cost of categorical salaries and total separately by supervisors, teachers, others. s program level and across service delivery cross sample LEA's. Add these totals to cost of categorical salaries and total summed rately by supervisors, teachers, others across sample LEA's

$$\sum_{\text{Program level}} \sum_{\text{Service delivery}} \text{CDE 148}_{\text{SESP}}(2,1\text{-}4)$$

$$+$$

$$\text{CDE 148}_{\text{SESP}}(2,1\text{-}4)$$

the cost of categorical salaries and total separately by supervisors, teachers, others, ss program level and across service delivery list for each LEA. Add each of these totals he cost of categorical salaries and total ed separately by supervisors, teachers, rs for each LEA

$$\sum_{\text{Program level}} \sum_{\text{Service delivery}} \text{CDE 148}_{\text{SESP}}(2,1\text{-}4,1\text{-}n_{(S)})$$

$$+$$

$$\text{CDE 148}_{\text{SESP}}(2,1\text{-}4,1\text{-}n_{(NS)})$$

Data Items

1.123 CDE - 148 **Special Ed Summer Programs Composite Report**
(SESP)-S
$(2,1\text{-}4,1\text{-}3,1\text{-}5,1\text{-}n_{(S)})$
(cost, salaried personnel, service delivery, program level, $\text{LEA's}_{(S)}$)
(SESP)-NS $(2,1\text{-}4,1\text{-}n_{(NS)})$
(cost, salaried personnel, $\text{LEA's}_{(NS)}$)

[Dollars spent]

Management Questions	Analyses
1.124 What is the total cost of categorical salaries for contracted personnel for summer programs (a) across all LEA's (b) by each LEA?	**1.124 (a)** Sum the total cost of categorical salaries for co tracted personnel across sample LEA's and across program level and across service delivery (S only Add this total to the total cost of contracted p sonnel summed across non-sample LEA's. $\sum_{\substack{\text{LEA's}\\(\text{S})}} \sum_{\substack{\text{Program}\\\text{level}}} \sum_{\substack{\text{Service}\\\text{delivery}}} \text{CDE 148}_{\text{SESP}}(3,5*6*7)$ $+$ $\sum_{\substack{\text{LEA's}\\(\text{NS})}} \text{CDE 148}_{\text{SESP}}(3,5*6*7)$
	1.124 (b) Sum the total cost of categorical salaries for contracted personnel across program level and acr service delivery (S only) and list for each sampl LEA. Add each of these totals to the total cost of contracted personnel listed for each non-sampl LEA $\text{List} \sum_{\substack{\text{Program}\\\text{level}}} \sum_{\substack{\text{Service}\\\text{delivery}}} \text{CDE 148}_{\text{SESP}}(3,5*6*7,1\text{-}n_{(\text{S})})$ $+$ $\text{List}^{\text{CDE 148}}_{\text{SESP}}(3,5*6*7,1\text{-}n_{(\text{NS})})$

Analyses

Sum the total cost of categorical salaries for contracted personnel across sample LEA's and across program level and across service delivery (S only). Add this total to the total cost of contracted personnel summed across non-sample LEA's.

$$\sum_{\substack{\text{LEA's}\\ (S)}} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} {}^{\text{CDE 148}}_{\text{SESP}}(3,5*6*7)$$

$$+$$

$$\sum_{\substack{\text{LEA's}\\ (NS)}} {}^{\text{CDE 148}}_{\text{SESP}}(3,5*6*7)$$

Sum the total cost of categorical salaries for contracted personnel across program level and across service delivery (S only) and list for each sample LEA. Add each of these totals to the total cost of contracted personnel listed for each non-sample LEA

$$\text{List} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} {}^{\text{CDE 148}}_{\text{SESP}}(3,5*6*7,1\text{-}n_{(S)})$$

$$+$$

$$\text{List}{}^{\text{CDE 148}}_{\text{SESP}}(3,5*6*7,1\text{-}n_{(NS)})$$

Data Items

1.124 CDE - 148 SESP-S $(3,5*6*7,1\text{-}3,1\text{-}5,1\text{-}n_{(S)})$ (subtotal, contracted personnel, service delivery program level, LEA's$_{(S)}$)
SESP-NS $(3,5*6*7,1\text{-}n_{(NS)})$ (subtotal, contracted personnel, LEA's$_{(NS)}$)

[Dollars spent]

Management Questions	Analyses
1.125 What is the total of other categorical salary costs for summer programs in Special Education (a) across all LEA's (b) by each LEA?	1.125 (a) Sum the total other categorical salary costs ac sample LEA's and across program level and across service delivery (S only). Add this total to th total other categorical salary costs summed acr non-sample LEA's

$$\sum_{\substack{\text{LEA's}\\(S)}} \sum_{\substack{\text{Program}\\\text{level}}} \sum_{\substack{\text{Service}\\\text{delivery}}} \begin{array}{l}\text{CDE } 148\\ \text{SESP}\end{array}(3,8*9*10)$$

$$+$$

$$\sum_{\substack{\text{LEA's}\\(NS)}} \begin{array}{l}\text{CDE } 148\\ \text{SESP}\end{array}(3,8*9*10)$$

1.125 (b) Sum the total other categorical salaries across program level and across service delivery (S on list for each LEA. Add each of these totals to the total other costs listed for each non-sampl LEA

$$\text{List} \sum_{\substack{\text{Program}\\\text{level}}} \sum_{\substack{\text{Service}\\\text{delivery}}} \begin{array}{l}\text{CDE } 148\\ \text{SESP}\end{array}(3,8*9*10,1\text{-}n_{(S)})$$

$$+$$

$$\text{List} \begin{array}{l}\text{CDE } 148\\ \text{SESP}\end{array}(3,8*9*10,1\text{-}n_{(NS)})$$

Analyses

Sum the total other categorical salary costs across sample LEA's and across program level and across service delivery (S only). Add this total to the total other categorical salary costs summed across non-sample LEA's

$$\sum_{\substack{\text{LEA's}\\(\text{S})}} \sum_{\substack{\text{Program}\\\text{level}}} \sum_{\substack{\text{Service}\\\text{delivery}}} \text{CDE}^{148}_{\text{SESP}}(3,8{*}9{*}10)$$

$$+$$

$$\sum_{\substack{\text{LEA's}\\(\text{NS})}} \text{CDE}^{148}_{\text{SESP}}(3,8{*}9{*}10)$$

Sum the total other categorical salaries across program level and across service delivery (S only) and list for each LEA. Add each of these totals to the total other costs listed for each non-sample LEA

$$\text{List} \sum_{\substack{\text{Program}\\\text{level}}} \sum_{\substack{\text{Service}\\\text{delivery}}} \text{CDE}^{148}_{\text{SESP}}(3,8{*}9{*}10,1\text{-}n_{(\text{S})})$$

$$+$$

$$\text{List}\ \text{CDE}^{148}_{\text{SESP}}(3,8{*}9{*}10,1\text{-}n_{(\text{NS})})$$

Data Items

1.125 CDE - SESP-S (3,8*9*10,1-3,
148 1-5,1-n$_{(S)}$) (subtotal,
other costs, service
delivery, program level,
LEA's$_{(S)}$)
SESP-NS (3,8*9*10,1-n$_{(NS)}$)
(subtotal, other costs,
LEA's$_{(NS)}$)

[Dollars spent]

Management Questions		Analyses
1.126 What is the total cost of categorical salaries for summer programs in Special Education (a) across all LEA's (b) by each LEA?	1.126(a)	Sum total cost of categorical salaries for su programs in Special Education across LEA's, s delivery (S only) and program levels (S only) this total to the total cost of categorical s summed across non-sample LEA's $\sum_{\substack{\text{LEA's}\\(S)}} \sum_{\substack{\text{Service}\\\text{delivery}}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE 148}_{\text{SESP}}(3,11)$ $+$ $\sum_{\substack{\text{LEA's}\\(NS)}} \text{CDE 148}_{\text{SESP}}(3,11)$
	1.126(b)	Sum total cost of categorical salaries for sum programs in Special Education across service d (S only), program levels (S only) and list for LEA. Add these totals to the total cost of categorical salaries listed for each non-sampl List $\sum_{\substack{\text{Service}\\\text{delivery}}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE 148}_{\text{SESP}}(3,11,1\text{-}n_{(S)})$ $+$ List $\text{CDE 148}_{\text{SESP}}(3,11,1\text{-}n_{(NS)})$

Analyses

cost of categorical salaries for summer n Special Education across LEA's, service S only) and program levels (S only). Add to the total cost of categorical salaries oss non-sample LEA's

$$\sum_{\substack{\text{ice}\\ \text{very}}} \sum_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{SESP}}(3,11)$$

$$+$$

$$^{48}(3,11)$$

cost of categorical salaries for summer n Special Education across service delivery program levels (S only) and list for each these totals to the total cost of l salaries listed for each non-sample LEA

$$\sum_{\substack{\text{ice}\\ \text{very}}} \sum_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{SESP}}(3,11,1\text{-}n_{(S)})$$

$$+$$

$$^{148}(3,11,1\text{-}n_{(NS)})$$

Data Items

1.126 CDE - SESP-S $(3,11,1\text{-}3,1\text{-}5,1\text{-}n_{(S)})$ (subtotal, total,
148 service delivery, all program level, LEA's$_{(S)}$)
SESP-NS $(3,11,1\text{-}n_{(NS)})$
(subtotal, total cost, LEA's$_{(NS)}$)

[Dollars spent]

Management Questions	Analyses
1.127 What is the total cost of categorical salaries for summer programs by type of program delivery: itinerant, resource and self-contained (a) across all LEA's (b) by each LEA?	1.127(a) Sum total cost of categorical salaries for summer program in Special Education across LE and program levels for each service delivery, sample LEA's only $\sum_{\substack{\text{LEA's}\\(S)}} \sum_{\substack{\text{Program}\\\text{level}}} {}^{\text{CDE 148}}_{\text{SESP}}(3,11,1\text{-}3)$
	1.127(b) Sum total cost of categorical salaries for summer program in Special Education across pr levels and list for each LEA for each service delivery, sample LEA's List $\sum_{\substack{\text{Program}\\\text{level}}} {}^{\text{CDE 148}}_{\text{SESP}}(3,11,1\text{-}3,1\text{-}n_{(S)})$
1.128 What is the cost of categorical salaries for summer programs in Special Education by program level (a) across all LEA's (b) by each LEA?	1.128(a) Sum total cost of categorical salaries for su programs in Special Education across LEA's an service delivery, for each program level, (samp LEA's only) $\sum_{\substack{\text{LEA's}\\(S)}} \sum_{\substack{\text{Service}\\\text{delivery}}} {}^{\text{CDE 148}}_{\text{SESP}}(3,11,1\text{-}5)$
	(b) Sum total cost of categorical salaries for su programs in Special Education across service delivery and list for each LEA for each progr level, sample LEA's only List $\sum_{\substack{\text{Service}\\\text{delivery}}} {}^{\text{CDE 148}}_{\text{SESP}}(3,11,1\text{-}5,1\text{-}n_{(S)})$

Analyses	Data Items
otal cost of categorical salaries for r program in Special Education across LEA's rogram levels for each service delivery, e LEA's only $\sum_{\substack{\text{Program}\\\text{level}}} \overset{\text{CDE 148}}{\text{SESP}}(3,11,1-3)$	1.127 CDE 148 - SESP-S $(3,11,1-3,1-5,1-n_{(S)})$ (subtotal, total, service delivery, all program level, LEA's $_{(S)}$) [Dollars spent]
otal cost of categorical salaries for r program in Special Education across program s and list for each LEA for each service very, sample LEA's $\sum_{\substack{\text{Program}\\\text{level}}} \overset{\text{CDE 148}}{\text{SESP}}(3,11,1-3,1-n_{(S)})$	
total cost of categorical salaries for summer rams in Special Education across LEA's and ice delivery, for each program level, (sample s only) $\sum_{\substack{\text{Service}\\\text{delivery}}} \overset{\text{CDE 148}}{\text{SESP}}(3,11,1-5)$	1.128 CDE 148 - SESP-S $(3,11,1-3,1-5,1-n_{(S)})$ (subtotal, total, service delivery, all program levels, LEA's $_{(S)}$) [Dollars spent]
total cost of categorical salaries for summer rams in Special Education across service very and list for each LEA for each program l, sample LEA's only $\sum_{\substack{\text{Service}\\\text{delivery}}} \overset{\text{CDE 148}}{\text{SESP}}(3,11,1-5,1-n_{(S)})$	

Management Questions	Analyses
1.129 What is the total direct cost of categorical salaries per handicapped pupil of Special Education for the regular school year (a) across all LEA's (b) by each LEA?	1.129 (a) Sum the total direct cost of categorical sal across sample LEA's and across handicap cond and across program level and across service Add this total to the total direct cost summ across non-sample LEA's and across handicap and across program level. Divide this total closing day enrollment summed across LEA's a across program level and across the followin handicap categories: 1,2,3,4,6,7,8

$$\frac{\sum_{\substack{\text{LEA's}\\(S)}} \sum_{\substack{\text{Handicap}\\\text{Condition}}} \sum_{\substack{\text{Program}\\\text{Level}}} \sum_{\substack{\text{Service}\\\text{Delivery}}} {}^{\text{CDE 148}}_{\text{Spec Ed}}(3,11) + \sum_{\substack{\text{LEA's}\\(NS)}} \sum_{\substack{\text{Handicap}\\\text{Condition}}} \sum_{\substack{\text{Program}\\\text{Level}}} {}^{\text{CD}}_{\text{Sp}}}{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{Level}}} {}^{\text{CDE 148}}_{\text{Form I}}[(I,1)+(I,2)+(I,3)+(I,4)+(I,6)+(I,7)+(I,8)]}$$

Analyses

129 (a) Sum the total direct cost of categorical salaries across sample LEA's and across handicap conditions and across program level and across service delivery. Add this total to the total direct cost summed across non-sample LEA's and across handicap condition and across program level. Divide this total by the closing day enrollment summed across LEA's and across program level and across the following seven handicap categories: 1,2,3,4,6,7,8

$$\frac{\sum_{\substack{\text{rvice}\\ \text{livery}}} \begin{matrix}\text{CDE 148}\\ \text{Spec Ed}\end{matrix}^{(3,11)} + \underset{\substack{\text{LEA's}\\ \text{(NS)}}}{} \sum_{\substack{\text{Handicap}\\ \text{Condition}}} \sum_{\substack{\text{Program}\\ \text{Level}}} \begin{matrix}\text{CDE 148}\\ \text{Spec Ed}\end{matrix}^{(3,11)}}{\text{I},2)+(\text{I},3)+(\text{I},4)+(\text{I},6)+(\text{I},7)+(\text{I},8)]}$$

Data Items

1.129 CDE - Spec Ed-S(3,11,1-7,1-3,1-6) (subtotal, total costs, handicaps, service delivery, program level)
148

[Dollars spent]

Spec Ed-NS (3,11,1-7,1-3) (subtotal, total costs, handicaps, program level)

[Dollars spent]

Form I (I,1,1-6) (closing day enrollment, AH, program level)
(I,2,1-6) (closing day enrollment, EMH, program level)
(I,3,1-6) (closing day enrollment, EH, program level)
(I,4,1-6) (closing day enrollment, home hospital, program level)
(I,6,1-6) (closing day enrollment, PH, program level)
(I,7,1-6) (closing day enrollment, SH, program level)
(I,8,1-6) (closing day enrollment, VH, program level)

[Number of children]

Management Questions	Analyses
1.129 What is the total direct cost of categorical salaries per handicapped pupil of Special Education for the regular school year (a) across all LEA's (b) by each LEA?	1.129 (b)1. Sum the total direct cost for categorical salaries for Special Education for each sample LE across program levels, service delivery and handi and divide by the sum of the closing day enrollme of indicated handicap and list each LEA summed ac program levels

List

$$\underline{\sum_{\substack{\text{Service}\\\text{Delivery}}} \sum_{\substack{\text{Program}\\\text{Level}}} \sum_{\text{Handicap}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,11,1\text{-}n_{(NS)})}$$

List

$$\sum_{\substack{\text{Program}\\\text{Level}}} \underset{\text{Form I}}{\text{CDE 148}}[(I,1,1\text{-}n_{(NS)})+(I,2,1\text{-}n_{(NS)})+(I,3,1\text{-}n_{(NS)}) +(I,4,1\text{-}n_{(NS)})+(I,6,1\text{-}n_{(NS)})+(I,7,1\text{-}n_{(NS)}) +(I,8,1\text{-}n_{(NS)})]$$

Analyses

total direct cost for categorical
s for Special Education for each sample LEA
rogram levels, service delivery and handicaps
de by the sum of the closing day enrollment
ated handicap and list each LEA summed across
levels

$$\frac{\sum_{\text{Handicap}} {}^{\text{CDE 148}}_{\text{Spec Ed}}(3,11,1\text{-}n_{(NS)})}{\text{I},1,1\text{-}n_{(NS)})+(\text{I},2,1\text{-}n_{(NS)})+(\text{I},3,1\text{-}n_{(NS)}) \\ (\text{I},4,1\text{-}n_{(NS)})+(\text{I},6,1\text{-}n_{(NS)})+(\text{I},7,1\text{-}n_{(NS)}) \\ (\text{I},8,1\text{-}n_{(NS)})]}$$

Data Items

1.129 CDE - Spec Ed-NS $(3,11,1\text{-}7,1\text{-}3,1\text{-}6,1\text{-}n_{(NS)})$
148 (subtotal, total, all handicaps, service delivery, program levels, non-sample LEA's)

[Dollars spent]

Form I $(\text{I},1\text{-}1\text{-}n_{(NS)},1\text{-}6)$ (closing day enrollment. aurually handicapped, non-sample LEA's program level)
$(\text{I},2,1\text{-}n_{(NS)},1\text{-}6)$ (closing day enrollment, educable mentally handicapped, non-sample LEA's, program level)
$(\text{I},3,1\text{-}n_{(NS)},1\text{-}6)$ (closing day enrollment, educationally handicapped, non-sample LEA's, program level)
$(\text{I},4,1\text{-}n_{(NS)},1\text{-}6)$ (closing day enrollment, home hospital, non-sample LEA's, program level)
$(\text{I},6,1\text{-}n_{(NS)},1\text{-}6)$ (closing day enrollment, physcially handicapped, non-sample LEA's program level)
$(\text{I},7,1\text{-}n_{(NS)},1\text{-}6)$ (closing day enrollment, speech handicapped, non-sample LEA's, program level)
$(\text{I},8,1\text{-}n_{(NS)},1\text{-}6)$ (closing day enrollment, visually handicapped, non-sample LEA's, program level)

[Number of students]

Management Question	Analyses
1.129 What is the total direct cost of categorical salaries per handicapped pupil of Special Education for the regular school year (a) across all LEA's (b) by each LEA?	1.129 (b)2. $\dfrac{\sum_{\substack{\text{Program}\\\text{levels}}} \sum_{\substack{\text{Service}\\\text{delivery}}} \sum_{\text{Handicap}} \substack{\text{CDE 148}\\\text{Spec Ed}}(3,11,1-\eta_{(S)}}{\sum_{\substack{\text{Program}\\\text{levels}}} \substack{\text{CDE 148}\\\text{Form I}}[(I,1,1-\eta_{(S)})+(I,2,1-\eta_{(S)})+(I,3 \; +(I,4,1-\eta_{(S)})+(I,6,1-\eta_{(S)})+(1, \; +(I,8+1-\eta_{(S)})]}$

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Analyses	Data Items
(b)2. $\dfrac{\sum\limits_{\substack{\text{Program}\\ \text{levels}}} \sum\limits_{\substack{\text{Service}\\ \text{delivery}}} \sum\limits_{\text{Handicap}} \text{CDE 148}_{\text{Spec Ed}}(3,11,1\text{-}n_{(S)})}{\sum\limits_{\substack{\text{Program}\\ \text{levels}}} \text{CDE 148}_{\text{Form I}} [(I,1,1\text{-}n_{(S)})+(I,2,1\text{-}n_{(S)})+(I,3,1\text{-}n_{(S)}) +(I,4,1\text{-}n_{(S)})+(I,6,1\text{-}n_{(S)})+(1,7,1\text{-}n_{(S)}) +(I,8+1\text{-}n_{(S)})]}$	1.129 CDE - 148 Spec Ed-S $(3,11,1\text{-}7,1\text{-}3,1\text{-}6,1\text{-}n_{(S)})$ (subtotal, total, all handicaps, service delivery, program levels, sample LEA's) [Dollars spent] Form I $(I,1,1\text{-}n_{(S)},1\text{-}6)$(closing day enrollment, aurally handicapped, sample LEA's, program level) $(I,2,1\text{-}n_{(S)}, 1\text{-}6)$ (closing day enrollment educable mentally handicapped sample LEA's , program level) $(I\text{-}3,1\text{-}n_{(S)},1\text{-}6)$ (closing day enrollment educationally handicapped, sample LEA's , program level) $(I,4,1\text{-}n_{(S)},1\text{-}6)$ (closing day enrollment, home hospital, sample LEA's, program level) $(I,6,1\text{-}n_{(S)},1\text{-}6)$(closing day enrollment, physically handicapped, sample LEA's, program level) $(I,7,1\text{-}n_{(S)},1\text{-}6)$(closing day enrollment, speech handicapped, sample LEA's, program level) $(I,8,1\text{-}n_{(S)},1\text{-}6)$(closing day enrollment, visually handicapped, sample LEA's, program level) [Number of students]

Management Questions	Analyses
1.130 What is the total direct cost of categorical salaries per handicapped pupil of Special Education by types of handicap for regular school year (a) across all LEA's (b) by each LEA?	1.130 (a) Sum the total direct cost of categorical sal across sample LEA's and across service deliv and across program level by handicap condit Add these totals to the total direct cost su across non-sample LEA's and across program l by handicap condition. Divide these totals the closing day enrollment summed across LEA and across program level by the following handicap conditions: 1,2,3,4,6,7,8

$$\frac{\sum_{\substack{\text{LEA's}\\(S)}} \sum_{\substack{\text{Service}\\\text{delivery}}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE } 148_{SE}(3,11,1\text{-}7) + \sum_{\substack{\text{LEA's}\\(NS)}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE } 148_{SE}(3,11,1}{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{level}}} \begin{matrix}\text{CDE } 148\\ \text{Form I}\end{matrix} (I,1+2+3+4+6+7+8)}$$

1.130 (b) Sum the total direct cost of categorical sa
across service delivery and across program
and list for each LEA by handicap condition
these totals to the total direct cost liste
non-sample LEA's and across program level b
handicap condition. Divide these totals by
closing day enrollment listed by LEA's and
program level by the following handicap co
1,2,3,4,6,7,8

$$\frac{\text{List} \sum_{\substack{\text{Service}\\\text{delivery}}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE } 148_{SE}(3,11,1\text{-}7,1\text{-}n_{(S)}) + \text{List} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE } 148_{SE}(3,11,1}{\text{List} \sum \begin{matrix}\text{CDE } 148\\ \text{Form I}\end{matrix} (I,1\&2\&3\&4\&6\&7\&8,1\text{-}n)}$$

Analyses

Sum the total direct cost of categorical salaries across sample LEA's and across service delivery and across program level by handicap condition. Add these totals to the total direct cost summed across non-sample LEA's and across program level by handicap condition. Divide these totals by the closing day enrollment summed across LEA's and across program level by the following handicap conditions: 1,2,3,4,6,7,8

$$\frac{\genfrac{}{}{0pt}{}{\text{CDE 148}}{\text{SE}}(3,11,1\text{-}7) + \sum_{\substack{\text{LEA's}\\(\text{NS})}} \sum_{\substack{\text{Program}\\\text{level}}} \genfrac{}{}{0pt}{}{\text{CDE 148}}{\text{SE}}(3,11,1\text{-}7)}{\genfrac{}{}{0pt}{}{\text{CDE 148}}{\text{Form I}}(\text{I},1+2+3+4+6+7+8)}$$

) Sum the total direct cost of categorical salaries across service delivery and across program level and list for each LEA by handicap condition. Add these totals to the total direct cost listed by non-sample LEA's and across program level by handicap condition. Divide these totals by the closing day enrollment listed by LEA's and across program level by the following handicap conditions: 1,2,3,4,6,7,8

$$\frac{148(3,11,1\text{-}7,1\text{-}n_{(S)}) + \text{List} \sum_{\substack{\text{Program}\\\text{level}}} \genfrac{}{}{0pt}{}{\text{CDE 148}}{\text{SE}}(3,11,1\text{-}7,1\text{-}n\ (\text{NS}))}{\genfrac{}{}{0pt}{}{\text{CDE 148}}{\text{Form I}}(\text{I},1\&2\&3\&4\&6\&7\&8,1\text{-}n)}$$

Data Items

1.130 CDE - 148 Spec Ed-S (3,11,1-7, 1-3,1-6,1-n) (subtotal, total costs, handicaps, service delivery, program level, LEA's $_{(S)}$)

[Dollars spent]

Spec Ed-NS (3,11,1-7, 1-3,1-n) (subtotal, total costs, handicaps, program level, LEA's (NS))

[Dollars spent]

CDE - 148 Form I (I,1&2&3&4&6&7&8, 1-6,1-n) (closing day enrollment, handicap condition, program levels, LEA's)

[Number of children]

Management Questions

1.131 What is the direct cost of categorical salaries per handicapped pupil of Special Education by service delivery for sample only for regular school year (a) across all LEA's (b) by each LEA?

Analyses

1.131 (a) Sum the total direct cost of categori
sample LEA's and across handicap cond
gram level by service delivery. Divi
day enrollment summed across sample L
program level and across the followin
conditions: 1,2,3,4,5,7,8 by service

$$\frac{\sum_{\substack{\text{LEA's}\\ \text{(S)}}} \sum_{\substack{\text{Handicap}\\ \text{condition}}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{SE}}\,(3,11,1-}{\sum_{\substack{\text{LEA's}\\ \text{(S)}}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148 Form I}\,[(A-C,1)+(A-C,2)+(A-C,3)+(A-C,4)+(A-C,}$$

1.131 (b) Sum the total direct cost of categori
handicap condition and list for each
delivery. Divide by the closing day
across program level and across the f
conditions: 1,2,3,4,5,7,8 and list f
service delivery

$$\frac{\text{List} \sum_{\substack{\text{Handicap}\\ \text{condition}}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{SE}}\,(3,11,1-3}{\text{List} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148 Form I}\,[(A-C,1,1-n_{(S)})+(A-C,2,1-n_{(S)})+(A-C,3,1-n_{(}\;(A-C,5,1-n_{(S)})+(A-C,7,1-n_{(S)})+(A-c,8,1-}$$

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Analyses

otal direct cost of categorical salaries across A's and across handicap condition and across pro- l by service delivery. Divide by the closing lment summed across sample LEA's and across evel and across the following handicap s: 1,2,3,4,6,7,8 by service delivery

$$\sum_{\substack{\text{icap}\\ \text{tion}}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE } 148_{SE}(3,11,1\text{-}3)$$

A-C,2)+(A-C,3)+(A-C,4)+(A-C,6)+(A-C,7)+(A-C,8)]

otal direct cost of categorical salaries across condition and list for each LEA by service Divide by the closing day enrollment summed gram level and across the following handicap : 1,2,3,4,6,7,8 and list for each LEA by livery

$$\sum_{\substack{\text{ap}\\ \text{ion}}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE } 148_{SE}(3,11,1\text{-}3,1\text{-}n_{(S)})$$

S))+(A-C,2,1-$n_{(S)}$)+(A-C,3,1-$n_{(S)}$)+(A-C,4,1-$n_{(S)}$)+
))+(A-C,7,1-$n_{(S)}$)+(A-c,8,1-$n_{(S)}$)]

Data Items

1.131 CDE - 148 Spec Ed-S (3,11,1-7, 1-3,1-6,1-$n_{(S)}$) (sub-total, total costs, handicaps, service delivery, program level, LEA's$_{(S)}$)

[Dollars spent]

Form I (A-C,1,1-$n_{(S)}$) (service delivery, AH, LEA's$_{(S)}$)
(A-C,2,1-$n_{(S)}$) (service delivery, EMH, LEA's$_{(S)}$)
(A-C,3,1-$n_{(S)}$) (service delivery, EH, LEA's$_{(S)}$)
(A-C,4,1-$n_{(S)}$) (service delivery, home hospital, LEA's$_{(S)}$)
(A-C,6,1-$n_{(S)}$) (service delivery, PH, LEA's$_{(S)}$)
(A-C,7,1-$n_{(S)}$) (service delivery, SH, LEA's$_{(S)}$)
(A-C,8,1-$n_{(S)}$) (service delivery, VH, LEA's$_{(S)}$)

Management Questions	Analyses
1.132 What is the total direct cost for categorical salaries per handicapped pupil in Special Education by program level (a) across all LEA's (b) by each LEA?	1.132 I(a) Preschool Program Sum the total direct cost for categorical s for preschool programs across sample LEA's across handicap condition and across servic delivery. Add this total to the total dire cost for preschool programs summed across non-sample LEA's and across handicap condit Divide this total by the total closing day enrollment in preschool across LEA's less t closing day enrollment of multiple handicap in preschool across all LEA's

$$\frac{\sum_{\substack{\text{LEA's}\\ \underline{(S)}}}\ \sum_{\substack{\text{Handicap}\\ \text{condition}}}\ \sum_{\substack{\text{Service}\\ \text{delivery}}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,11,1) + \sum_{\substack{\text{LEA's}\\ \underline{(NS)}}}\ \sum_{\substack{\text{Handicap}\\ \text{condition}}} \underset{\text{SE}}{\text{CDE 148}}\text{(3,}}{\sum_{\text{LEA's}} \underset{\text{Form I}}{\text{CDE 148}}\left[(I,9,1)-(I,5,1)\right]}$$

1.132 I(b) Preschool Program
Sum the total direct cost for categorical
for preschool programs across handicap con
and across service delivery and list for e
Add this total to the total direct cost fo
school programs summed across handicap con
and list by each LEA. Divide this total b
total closing day enrollment in preschool
by LEA's less the closing day enrollments
multiple handicaps in preschool for each L

$$\frac{\text{List} \sum_{\substack{\text{Handicap}\\ \text{condition}}}\ \sum_{\substack{\text{Service}\\ \text{delivery}}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,11,1,1\text{-}n_{(S)}) + \text{List} \sum_{\substack{\text{Handicap}\\ \text{condition}}} \underset{\text{SE}}{\text{CDE 148}}\text{(3,11,}}{\text{List} \underset{\text{Form I}}{\text{CDE 148}}\left[(I,9,1,1\text{-}n)-(I,5,1,1\text{-}n)\right]}$$

Analyses

reschool Program
im the total direct cost for categorical salaries
or preschool programs across sample LEA's and
cross handicap condition and across service
livery. Add this total to the total direct
st for preschool programs summed across
on-sample LEA's and across handicap condition.
ivide this total by the total closing day
nrollment in preschool across LEA's less the
losing day enrollment of multiple handicaps
n preschool across all LEA's

$$\frac{{}^{148}_{\text{c Ed}}(3,11,1) + \sum_{\substack{\text{LEA's}\\ \text{(NS)}}} \sum_{\substack{\text{Handicap}\\ \text{condition}}} \text{CDE}^{148}_{\text{SE}}(3,11,1)}{\text{E}^{148}_{\text{rm I}}\left[(I,9,1)-(I,5,1)\right]}$$

Preschool Program
um the total direct cost for categorical salaries
or preschool programs across handicap condition
nd across service delivery and list for each LEA.
dd this total to the total direct cost for pre-
school programs summed across handicap condition
nd list by each LEA. Divide this total by the
otal closing day enrollment in preschool listed
y LEA's less the closing day enrollments for
multiple handicaps in preschool for each LEA

$$\frac{3,11,1,1\text{-}n_{(S)}) + \overset{\text{List}}{\ } \sum_{\substack{\text{Handicap}\\ \text{condition}}} \text{CDE}^{148}_{\text{SE}}(3,11,1,1\text{-}n_{(NS)})}{{}^{148}_{\text{m I}}\left[(I,9,1,1\text{-}n)-(I,5,1,1\text{-}n)\right]}$$

Data Items

1.132 CDE - Spec Ed-S (3,11,1-7,
148 1,3,1,1-n$_{(S)}$) (subtotal, total cost, all handicaps, all service delivery preschool, LEA's$_{(S)}$)
Spec Ed-NS (3,11,1-7, 1,1-n$_{(NS)}$) (subtotal, total costs, handicaps, preschool, LEA's$_{(NS)}$)

[Dollars spent]

Form I (I,9,1,1-n) (closing day enrollment, total, preschool, LEA's)
Form I (I,5,1,1-n) (closing day enrollment, MH, preschool, LEA's)

[Number of children]

Management Questions

Analyses

1.132 What is the total direct cost for categorical salaries per handicapped pupil in Special Education by program level (a) across all LEA's (b) by each LEA?

1.132 II(a) K-12 Program
Sum the total direct cost for categorical s
elementary & secondary & WES programs acros
LEA's and across handicap conditions and ac
delivery and add total direct cost for K-12
across non-sample LEA's and across handicap
Divide this total by the total closing day
summed across LEA's and across elementary,
high, senior high and WES programs less the
closing day enrollment of multiple handicap
of these programs

$$\frac{\sum_{\substack{\text{LEA's}\\(S)}} \sum_{\substack{\text{Handicap}\\\text{condition}}} \sum_{\substack{\text{Service}\\\text{delivery}}} {}^{\text{CDE 148}}_{\text{Spec Ed}}\left[(3,11,2)+(3,11,3)+(3,11,4)+(3,11,5)\right] + \sum_{\substack{\text{LEA's}\\(NS)}} \sum_{\substack{\text{Handicap}\\\text{condition}}} {}^{\text{CDE 14}}_{\text{SE}}}{\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{Form I}} \left[(I,9,2)-(I,5,2)\right] + \left[(I,9,3)-(I,5,3)\right] + \left[(I,9,4)-(I,5,4)\right] + \left[(I,9,5)-(I,5,5)\right]}$$

1.132 II(b) K-12 Program
Sum the total direct cost for categorical sa
for elementary & secondary & WES programs ac
handicap conditions and across service deliv
list for each sample LEA's and add total di
for K-12 programs across handicap conditions
list for each non-sample LEA. Divide this t
by the total closing day enrollment summed a
elementary, junior high, senior high and WE
programs listed for each LEA less the total
day enrollment of multiple handicaps in each
these programs

Analyses

2 Program
the total direct cost for categorical salaries for
mentary & secondary & WES programs across sample
's and across handicap conditions and across service
ivery and add total direct cost for K-12 programs
oss non-sample LEA's and across handicap conditions.
ide this total by the total closing day enrollment
med across LEA's and across elementary, junior
h, senior high and WES programs less the total
sing day enrollment of multiple handicaps in each
these programs

$$\frac{,11,4)+(3,11,5)] + \sum_{\substack{\text{LEA's}\\ \text{(NS)}}} \sum_{\substack{\text{Handicap}\\ \text{condition}}} \text{CDE }148_{\text{SE}}(3,11,2)}{]+[(I,9,4)-(I,5,4)]+[(I,9,5)-(I,5,5)]}$$

12 Program
n the total direct cost for categorical salaries
r elementary & secondary & WES programs across
ndicap conditions and across service delivery and
st for each sample LEA's and add total direct cost
r K-12 programs across handicap conditions and
st for each non-sample LEA. Divide this total
the total closing day enrollment summed across
ementary, junior high, senior high and WES
ograms listed for each LEA less the total closing
y enrollment of multiple handicaps in each of
ese programs

Data Items

1.132 CDE - 148 Spec Ed-S (3,11,2,1-3,1-7,1-n$_{(S)}$)(subtotal, total costs, elementary, all service deliveries, all handicaps, LEA's$_{(S)}$)
(3,11,3,1-3,1-7,1-n$_{(S)}$)
(subtotal, total costs, junior high, all service deliveries, all handicaps, LEA's$_{(S)}$)
(3,11,4,1-3,1-7,1-n$_{(S)}$)
(subtotal, total costs, senior high, all service deliveries, all handicaps, LEA's$_{(S)}$)
(3,11,5,1-3,1-7,1-n$_{(S)}$)(subtotal, total costs, WES, all service deliveries, all handicaps, LEA's$_{(S)}$)
Spec Ed-NS (3,11,2,1-7,1-n$_{(NS)}$)
(subtotal costs, K-12, all handicaps, LEA's$_{(NS)}$)

[Dollars spent]

Form I (I,9,1,1-n) (closing day enrollment, total, preschool, LEA's)
(I,5,1,1-n) (closing day enrollment, multiple handicapped, preschool, LEA's)
(I,9,2,1-n) (closing day enrollment, total, elementary, LEA's)
(I,5,2,1-n) (closing day enrollment, multiple handicapped elementary, LEA's)
(I,9,3,1-n) (closing day enrollment, total, junior high, LEA's)

Management Questions

1.132 What is the total direct cost for categorical salaries per handicapped pupil in Special Education by program level (a) across all LEA's (b) by each LEA?

Analyses

1.132 II(b) K-12 Program (Continued)

$$\dfrac{\text{List} \sum_{\substack{\text{Handicap}\\ \text{condition}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \begin{array}{l}\text{CDE 148}\\ \text{Spec Ed}\end{array} \begin{array}{l}(3,11,2,1\text{-}n_{(S)})+\\ (3,11,3,1\text{-}n_{(S)})+\\ (3,11,4,1\text{-}n_{(S)})+\\ (3,11,5,1\text{-}n_{(S)})\end{array} \div \text{List} \sum_{\substack{\text{Handicap}\\ \text{condition}}} \begin{array}{l}\text{CDE 148}\\ \text{SE}\end{array} (3,11,2,1\text{-}n_{(NS)})}{\text{List} \begin{array}{l}\text{CDE 148}\\ \text{Form I}\end{array} \begin{array}{l}(I,9,2,1\text{-}n)-(I,5,2,1\text{-}n) + (I,9,3,1\\ (I,5,3,1\text{-}n) + (I,9,4,1\text{-}n)-(I,5,4\\ (I,9,5,1\text{-}n)-(I,5,5,1\text{-}n)\end{array}}$$

1.132 III(a) Summer Programs

Sum the total direct cost of categorical
for summer programs across sample LEA's a
handicap condition and across service del
Add this total to the total direct cost o
programs summed across non-sample LEA's a
handicap condition. Divide this total by
total closing day enrollment in summer pr
summed across LEA's less the closing day
ment in multiple handicap summed across L

Analyses

2 Program (Continued)

$\sum$ $\sum$ CDE 148 Spec Ed $(3,11,2,1\text{-}n_{(S)})+$
icap Service $(3,11,3,1\text{-}n_{(S)})+$
ition delivery $(3,11,4,1\text{-}n_{(S)})+$
$(3,11,5,1\text{-}n_{(S)})$

$\div$

$\sum$ CDE 148 SE $(3,11,2,1\text{-}n_{(NS)})$
dicap
dition

---

148 $(I,9,2,1\text{-}n)-(I,5,2,1\text{-}n) + (I,9,3,1\text{-}n)-$
m I $(I,5,3,1\text{-}n) + (I,9,4,1\text{-}n)-(I,5,4,1\text{-}n) +$
$(I,9,5,1\text{-}n)-(I,5,5,1\text{-}n)$

ummer Programs

um the total direct cost of categorical salaries
or summer programs across sample LEA's and across
andicap condition and across service delivery.
dd this total to the total direct cost of summer
rograms summed across non-sample LEA's and across
andicap condition. Divide this total by the
otal closing day enrollment in summer programs
ummed across LEA's less the closing day enroll-
ent in multiple handicap summed across LEA's

Data Items

1.132 CDE - 148 (Continued)
(I,5,3,1-n) (closing day enrollment, multiple handicapped, junior high, LEA's)
(I,9,4,1-n) (closing day enrollment, total, senior high, LEA's)
(I,5,4,1-n) (closing day enrollment, multiple handicapped, senior high, LEA's)
(I,9,5,1-n) (closing day enrollment, total, WES, LEA's)
(I,5,5,1-n) (closing day enrollment, multiple handicapped, WES, LEA's)

[Number of children]

Spec Ed-S $(3,11,6,1\text{-}3, 1\text{-}7,1\text{-}n_{(S)})$ (subtotal, total costs, summer, all service deliveries, all handicaps, $\text{LEA's}_{(S)}$)
Spec Ed-NS $(3,11,3,1\text{-}7, 1\text{-}n_{(NS)})$ (subtotal, total costs, summer, all handicaps, $\text{LEA's}_{(NS)}$)

[Dollars spent]

Form I (I,9,6,1-n) (closing day enrollment, total, summer programs, LEA's)
(I,5,6,1-n) (closing day enrollment, multiple handicapped, summer programs, LEA's)

[Number of children]

Management Questions	Analyses
1.132 What is the total direct cost for categorical salaries per handicapped pupil in Special Education by program level (a) across all LEA's (b) by each LEA?	1.132 III(a) Summer Programs (Continued) $\dfrac{\sum\limits_{\substack{\text{LEA's}\\ \text{(S)}}} \sum\limits_{\substack{\text{Handicap}\\ \text{condition}}} \sum\limits_{\substack{\text{Service}\\ \text{delivery}}} \substack{\text{CDE 148}\\ \text{Spec Ed}}(3,11,6) + \sum\limits_{\substack{\text{LEA's}\\ \text{(NS)}}} \sum\limits_{\substack{\text{Handicap}\\ \text{condition}}} \substack{\text{CDE 148}\\ \text{SE}}(3,11,3)}{\sum\limits_{\text{LEA's}} \substack{\text{CDE 148}\\ \text{Form I}}(I,9,6)-(I,5,6)}$
	1.132 III(b) Summer Programs Sum the total direct cost of categorical salarie summer programs across handicap condition and acr service delivery and list for each sample LEA. A this total to the total direct cost of summer pro summed across handicap condition and list for eac sample LEA. Divide this total by the total closi enrollment in summer programs listed for each LEA the closing day enrollment in multiple handicap l for each LEA

Analyses

Data Items

1.132 See 1.132 preceding page

mmer Programs (Continued)

$$\frac{\sum_{\substack{\text{ndicap}\\ \text{ndition}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \text{CDE } 148_{\text{Spec Ed}}(3,11,6) + \sum_{\substack{\text{ndicap}\\ \text{dition}}} \text{CDE } 148_{\text{SE}}(3,11,3)}{\sum_{\text{'s}} \text{CDE } 148_{\text{Form I}} \; (I,9,6)-(I,5,6)}$$

ummer Programs
um the total direct cost of categorical salaries for ummer programs across handicap condition and across ervice delivery and list for each sample LEA. Add his total to the total direct cost of summer programs ummed across handicap condition and list for each non-ample LEA. Divide this total by the total closing day nrollment in summer programs listed for each LEA less he closing day enrollment in multiple handicap listed or each LEA

Management Questions	Analyses
1.132 What is the total direct cost for categorical salaries per handicapped pupil in Special Education by program level (a) across all LEA's (b) by each LEA?	1.132 III(b) Summer Programs (Continued) $\dfrac{\text{List} \sum\limits_{\substack{\text{Handicap}\\\text{condition}}} \sum\limits_{\substack{\text{Service}\\\text{delivery}}} \begin{array}{l}\text{CDE 148}\\\text{Spec Ed}\end{array}(3,11,6,1\text{-}n_{(S)}) + \text{List} \sum\limits_{\substack{\text{Handicap}\\\text{condition}}} \begin{array}{l}\text{CDE 148}\\\text{SE}\end{array}(3,11,3,1\text{-}n_{(NS)})}{\text{List} \begin{array}{l}\text{CDE 148}\\\text{Form I}\end{array} (I,9,6,1\text{-}n)-(I,5,6,1\text{-}n)}$

Analyses	Data Items
Summer Programs (Continued)	1.132 **See 1.132 preceding page**
$\dfrac{\sum_{\text{dicap dition}} \sum_{\text{Service delivery}} \text{CDE 148}_{\text{Spec Ed}}(3,11,6,1\text{-}n_{(S)}) + \sum_{\text{dicap dition}} \text{CDE 148}_{\text{SE}}(3,11,3,1\text{-}n_{(NS)})}{\text{CDE 148}_{\text{Form I}}(I,9,6,1\text{-}n)-(I,5,6,1\text{-}n)}$	

Management Questions	Analyses
1.133 What is the total direct cost of Special Education for the regular school year (a) across all LEA's (b) by each LEA?	1.133 1.(a) Sum across LEA's the Special Education administration, pupil placement evaluation and screening, instructional materials center, sample & non-sample categorical costs and add these costs together. $\sum_{\text{LEA's}} \text{CDE } 148_{\text{SEAP}}(3,12) + \sum_{\text{LEA's}} \text{CDE } 148_{\text{SEPP}}(3,18) +$ $\sum_{\text{LEA's}} \text{CDE } 148_{\text{SEIM}}(3,13) + \sum_{\text{LEA's}} \text{CDE } 148_{\text{SEPT}}(C,7) +$ $\sum_{\substack{\text{LEA's}\\(S)}} \sum_{\substack{\text{Service}\\\text{Delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{levels}}} \text{CDE } 148_{\text{Spec Ed}}(3,11$ $\sum_{\substack{\text{LEA's}\\(NS)}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{levels}}} \text{CDE } 148_{\text{Spec Ed}}(3,11)$
	1.133 (b) For each LEA add together the Special Educatio administration, pupil placement, evaluation and screening, instructional materials center, sample & non-sample categorical costs and list them. $\text{List} \left\{ \begin{array}{l} \text{CDE } 148_{\text{SEAP}}(3,12,1\text{-}n) + \text{CDE } 148_{\text{SEPP}}(3,18,1\text{-}n) + \\ \text{CDE } 148_{\text{SEIM}}(3,13,1\text{-}n) + \text{CDE } 148_{\text{SEPT}}(C,7,1\text{-}n) + \\ \sum_{\substack{\text{Service}\\\text{Delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE } 148_{\text{Spec Ed}}(3,11,1\text{-} \\ \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{levels}}} \text{CDE } 148_{\text{Spec Ed}}(3,11,1\text{-}n_{(NS)}) \end{array} \right.$

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Analyses

cross LEA's the Special Education ration, pupil placement evaluation and g, instructional materials center, non-sample categorical costs and costs together.

$$\underset{\text{AP}}{\text{E }148}(3,12) + \sum_{\text{LEA's}} \underset{\text{SEPP}}{\text{CDE }148}(3,18) +$$

$$\underset{\text{IM}}{\text{E }148}(3,13) + \sum_{\text{LEA's}} \underset{\text{SEPT}}{\text{CDE }148}(\text{C},7) +$$

$$\sum_{\substack{\text{ervice}\\\text{elivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{levels}}} \underset{\text{Spec Ed}}{\text{CDE }148}(3,11) +$$

$$\sum_{\text{andicaps}} \sum_{\substack{\text{Program}\\\text{levels}}} \underset{\text{Spec Ed}}{\text{CDE }148}(3,11)$$

h LEA add together the Special Education ration, pupil placement, evaluation and g, instructional materials center, non-sample categorical costs and list

$$\left.\begin{array}{l}
\underset{\text{AP}}{\text{E }148}(3,12,1\text{-n}) + \underset{\text{SEPP}}{\text{CDE }148}(3,18,1\text{-n}) + \\
\underset{\text{IM}}{\text{E }148}(3,13,1\text{-n}) + \underset{\text{SEPT}}{\text{CDE }148}(\text{C},7,1\text{-n}) + \\
\sum_{\substack{\text{vice}\\\text{livery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{level}}} \underset{\text{Spec Ed}}{\text{CDE }148}(3,11,1\text{-n}_{(\text{S})}) + \\
\sum_{\text{dicaps}} \sum_{\substack{\text{Program}\\\text{levels}}} \underset{\text{Spec Ed}}{\text{CDE }148}(3,11,1\text{-n}_{(\text{NS})})
\end{array}\right\}$$

Data Items

1.133 CDE 148 - SEAP (3,12,1-n) (Subtotal cost, total, LEA's)
SEPP (3,18,1-n) (Subtotal, cost, total, LEA's)
SEIM (3,13,1-n) (Subtotal, cost, total, LEA's)
SEPT (C,7,1-n) (Total, total, LEA's)
Spec Ed-S (3,11,1-7,1-3,1-5, $1\text{-n}_{(S)}$)(Subtotal, cost, total, handicaps, service deliveries, program levels, $\text{LEA's}_{(S)}$)
Spec Ed-NS (3,11,1-7,1-2, $1\text{-n}_{(NS)}$)(Subtotal, cost, total, handicaps, program level, $\text{LEA's}_{(NS)}$)

[Dollars spent]

Management Questions	Analyses
1.134 What is the total direct cost of Special Education for the regular school year per handicaped student (a) across LEA's (b)by each LEA?	1.134(a) Sum across LEA's each of the Special Education administration, pupil placement screening & evaluation, instructional materials center, sample & non-sample categorical costs & add these together; then divide this sum by ADCL's for itinerant & resource rooms & ADA for self-contained classrooms in Special Education summed across LEA's & program level.

$$\frac{\displaystyle\sum_{\text{LEA's}} \underset{\text{SEAP}}{\text{CDE 148}}(3,12) + \sum_{\text{LEA's}} \underset{\text{SEPP}}{\text{CDE 148}}(3,12) + \sum_{\text{LEA's}} \underset{\text{SEIM}}{\text{CDE 148}}(3,13) + \sum_{\text{LEA's}} \underset{\text{SEPT}}{\text{CDE 148}}(C,7) + \sum_{\substack{\text{LEA's}\\(S)}} \sum_{\substack{\text{Service}\\\text{Delivery}}} \sum_{\text{Handicap}} \sum_{\substack{\text{Program}\\\text{Level}}} \underset{\text{Spec Ed}}{\text{CDE 148}} \quad \sum_{\substack{\text{LEA's}\\(NS)}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{Level}}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,11)}{\displaystyle\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{level}}} \underset{\text{Form II}}{\text{CDE 148}} \left[(2,10)+(4,10)+(6,10)\right]}$$

Analyses

n across LEA's each of the Special cation administration, pupil placement eening & evaluation, instructional erials center, sample & non-sample egorical costs & add these together; n divide this sum by ADCL's for itinerant esource rooms & ADA for self-contained rooms in Special Education summed across 's & program level.

$$(3,12) + \sum_{\text{LEA's}} \overset{\text{CDE 148}}{\text{SEPP}}(3,18)$$

$$(3,13) \quad +$$

$$,7) + \sum_{\substack{\text{LEA's}\\ (S)}} \sum_{\substack{\text{Service}\\ \text{Delivery}}} \sum_{\text{Handicap}} \sum_{\substack{\text{Program}\\ \text{Level}}} \overset{\text{CDE 148}}{\text{Spec Ed}}(3,11) +$$

$$s \sum_{\substack{\text{Program}\\ \text{Level}}} \overset{\text{CDE 148}}{\text{Spec Ed}}(3,11)$$

$$\overset{\text{CDE 148}}{\text{Form-II}} \left[(2,10)+(4,10)+(6,10) \right]$$

Data Items

1.134 CDE 148 - SEAP (3,12,1-n) (Subtotal, cost, total, LEA's)
SEPP (3,18,1-n) (Subtotal, cost, total, LEA's)
SEIM (3,13,1-n) (Subtotal, cost, total, LEA's)
SEPT (C,7,1-n) (total, total, LEA's)
Spec Ed-S $(3,11,1\text{-}7,1\text{-}3,1\text{-}5,1\text{-}n_{(S)})$ (Subtotal, cost total, handicaps, service delivery, program levels, $\text{LEA's}_{(S)}$)
Spec Ed-NS $(3,11,1\text{-}7,1\text{-}2,1\text{-}n_{(NS)})$ (Subtotal, cost, total, handicaps, program level, $\text{LEA's}_{(NS)}$)

[Dollars spent]

CDE 148 - Form II (2,10,1-5,1-n) (itinerant, total, program level, LEA's)

CDE 148 - [ADCL]
Form II (4,10,1-5,1-n) (resource rooms, total, program level, LEA's)

CDE 148 - [ADCL]
Form II (6,10,1-5,1-n) (self-contained, total, program level, LEA's)

[ADA]

Management Questions

Analyses

1.134 What is the total direct cost of Special Education for the regular school year per handicapped student (a) across LEA's (b) by each LEA?

1.134 (b) For each LEA add together the admi
ment, IMC, & sample non-sample cate
and divide by the ADCL (itinerant
plus ADA (self-contained) for each

$$\text{List}\left\{\begin{array}{l} \underset{\text{SEAP}}{\text{CDE } 148}(3,12,1\text{-}n) + \underset{\text{SEPP}}{\text{CDE } 148}(3,18,1\text{-} \\ \\ \underset{\text{SEIM}}{\text{CDE } 148}(3,13,1\text{-}n) + \underset{\text{SEPT}}{\text{CDE } 148}(C,7,1\text{-}n \\ \displaystyle\sum_{\substack{\text{Service}\\\text{Delivery}}}\ \sum_{\text{Handicaps}}\ \sum_{\substack{\text{Program}\\\text{level}}} \underset{\text{Spec Ed}}{\text{CDE } 148}(3 \\ \displaystyle\sum_{\text{Handicap}}\ \sum_{\substack{\text{Program}\\\text{level}}} \underset{\text{Spec Ed}}{\text{CDE } 148}(3,11,1\text{-}n_{(} \\ \hline \displaystyle\sum_{\substack{\text{Program}\\\text{level}}} \underset{\text{Form II}}{\text{CDE } 148}\Big[(2,10,1\text{-}n) + (4,10, \end{array}\right.$$

1.135 What is the total current expenses of education
(a) across all LEA's
(b) by each LEA?

1.135 (a) Add together the current expenses &

$$\sum_{\text{LEA's}} \underset{3}{\text{CDE}}\left[\begin{array}{l}(3,10\text{-}2\text{-}11\ )+(2,20\text{-}2\text{-}11)+(\\ (2,40,2\text{-}11)+(2,40\text{-}2\text{-}13)\end{array}\right.$$

(b) Add together the current expenses &

$$\text{List}\ \underset{3}{\text{CDE}}\left[\begin{array}{l}(3,10\text{-}2\text{-}11\ ,1\text{-}n)+(2,20,2\text{-}1 \\ +(2,40\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}13,\end{array}\right.$$

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Analyses

ach LEA add together the administrator, place-
IMC, & sample non-sample categorical cost
vide by the ADCL (intinerant & resource)
DA (self-contained) for each LEA & list.

$$\left.\frac{\begin{array}{l} {}^{8}(3,12,1\text{-}n) + \underset{\text{SEPP}}{\text{CDE }148}(3,18,1\text{-}n) + \\ {}^{8}(3,13,1\text{-}n) + \underset{\text{SEPT}}{\text{CDE }148}(C,7,1\text{-}n) + \\ \underset{\text{ry}}{\text{e}}\ \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Spec Ed}}{\text{CDE }148}(3,11,1\text{-}n_{(S)}) + \\ \text{ap} \sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Spec Ed}}{\text{CDE }148}(3,11,1\text{-}n_{(NS)}) \end{array}}{\text{m}\ \underset{\text{Form II}}{\text{CDE }148}\left[(2,10,1\text{-}n) + (4,10,1\text{-}n)+(6,10,1\text{-}n)\right]}\right]$$

ogether the current expenses & sum across LEA's.

$$\underset{3}{\text{CDE}}\begin{bmatrix}(3,10\text{-}2\text{-}11\ )+(2,20\text{-}2\text{-}11)+(2,30\text{-}2\text{-}11)+\\ (2,40,2\text{-}11)+(2,40\text{-}2\text{-}13)\end{bmatrix}$$

ogether the current expenses & list for each LEA.

$$\underset{3}{\text{DE}}\begin{bmatrix}(3,10\text{-}2\text{-}11\ ,1\text{-}n)+(2,20,2\text{-}11,1\text{-}n)+(2,30\text{-}2\text{-}11,1\text{-}n)\\ +(2,40\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}13,1\text{-}n)\end{bmatrix}$$

Data Items

1.134 See 1.134 preceding page

1.135
CDE -(3,10-2-11,1-n) (total,
3 total current expenses
except community services,
general fund, LEA's)
(2,20-2-11,1-n) (subtotal,
total fixed charges, bond
redemption fund, LEA's)
(2,30-2-11,1-n) (subtotal,
total fixed charges,
building fund, LEA's)
(2,40-2,11,1-n) (subtotal,
total fixed charges, capital
reserve fund, LEA's)
(2,40-2-13,1-n) (subtotal,
total, replacement of equipment
capital reserve fund, LEA's)

[Dollars spent]

Management Questions	Analyses
1.136 What is the total cost of general education TCGE for (a) across all LEA's (b) by each LEA?	1.136 (a) Add together the current expenses (CE) and sum across LEA's, then subtract the sum of the administrative, placement, IMC & categorical costs of Special Education (total direct cost of Special Education) summed across LEA's (TDC)

$$\left[\text{CE-TOC = TCGE}\right]$$

$$\sum_{\text{LEA's}} \begin{matrix}\text{CDE}\\ 3\end{matrix} \left\{ \begin{array}{l} (3,10\text{-}2\text{-}11\ )+(2,20\text{-}2\text{-}11)+(2,30\text{-}2\text{-}11 \\ (2,40\text{-}2\text{-}11)+(2,40\text{-}2\text{-}13) \end{array} \right.$$

$$\text{A} - \left[\begin{array}{l} \displaystyle\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{SEAP}\end{matrix}(3,12) \div \sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{SEPP}\end{matrix}(3,18)+ \\ \displaystyle\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{SEIM}\end{matrix}(3,13)+ \sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{SEPT}\end{matrix}(\text{C},7)+ \\ \displaystyle\sum_{\substack{\text{LEA's}\\ (\text{S})}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Spec Ed}\end{matrix}(3, \\ \displaystyle\sum_{\substack{\text{LEA's}\\ (\text{NS})}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Spec Ed}\end{matrix}(3,11) \end{array} \right.$$

Analyses

) Add together the current expenses (CE) and sum across LEA's, then subtract the sum of the administrative, placement, IMC & categorical costs of Special Education (total direct cost of Special Education) summed across LEA's (TDC), [CE-TOC = TCGE]

$$\sum_{\text{LEA's}} \begin{matrix}\text{CDE}\\ 3\end{matrix} \left\{\begin{matrix}(3,10\text{-}2\text{-}11\ )+(2,20\text{-}2\text{-}11)+(2,30\text{-}2\text{-}11)+\\ (2,40\text{-}2\text{-}11)+(2,40\text{-}2\text{-}13)\end{matrix}\right\} = A$$

$$\left[\begin{matrix}\displaystyle\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{SEAP}\end{matrix}(3,12)+\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{SEPP}\end{matrix}(3,18)+\\ \displaystyle\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{SEIM}\end{matrix}(3,13)+\sum_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{SEPT}\end{matrix}(C,7)+\\ \displaystyle\sum_{\substack{\text{LEA's}\\ \text{(S)}}}\ \sum_{\substack{\text{Service}\\ \text{delivery}}}\ \sum_{\text{Handicaps}}\ \sum_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Spec Ed}\end{matrix}(3,11)+\\ \displaystyle\sum_{\substack{\text{LEA's}\\ \text{(NS)}}}\ \sum_{\text{Handicaps}}\ \sum_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Spec Ed}\end{matrix}(3,11)\end{matrix}\right]$$

Data Items

1.136 CDE - (3,10,2-11,1-n) (total,
3 total current expenses
except community
services, general fund,
LEA's)
(2,20-2-11,1-n) (subtotal,
total fixed charges, bond
redemption fund, LEA's)
(2,30-2-11,1-n) (subtotal,
total fixed charges -
building fund, LEA's)
(2,40-2-11,1-n) (subtotal,
total fixed charges - capital
reserve fund, LEA's)
(2,40-2-13,1-n) (subtotal,
total replacement of
equipment - capital reserve
fund, LEA's)

[Dollars spent]

Management Questions	Analyses
1.136 What is the total cost of general education TCGE for (a) across all LEA's (b) by each LEA?	1.136 (b) Add together the current expenses (CE) for each LEA, then subtract the sum of the administration, placement, IMC & categorical cost of Special Education for each LEA & list $\left[\text{CE} - \text{TOC} = \text{TCGE (by LEA)}\right]$ $\underset{3}{\text{CDE}}\left\{\begin{array}{l}(3,10\text{-}2\text{-}11,\ 1\text{-}n)+(2,20\text{-}2\text{-}11,1\text{-}n)+\\ (2,30\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}11,1\text{-}n)+\\ (2,40\text{-}2\text{-}13,1\text{-}n)\end{array}\right\} =$ B-- $\left[\begin{array}{l}\text{CDE}^{148}_{\text{SEAP}}(3,12,1\text{-}n)+\text{CDE}^{148}_{\text{SEPP}}(3,18,1\text{-}n)+\\ \text{CDE}^{148}_{\text{SEIM}}(3,13,1\text{-}n)+\text{CDE}^{148}_{\text{SEPT}}(C,7,1\text{-}n)+\\ \sum_{\substack{\text{Service}\\ \text{delivery}}}\ \sum_{\text{Handicaps}}\ \sum_{\substack{\text{Program}\\ \text{level}}}\text{CDE}^{148}_{\text{Spec Ed}}(3,11,1\text{-}n_{(}\\ \sum_{\text{Handicaps}}\ \sum_{\substack{\text{Program}\\ \text{level}}}\text{CDE}^{148}_{\text{Spec Ed}}(3,11,1\text{-}n_{(NS)})\end{array}\right.$

Analyses

ogether the current expenses (CE) for
EA, then subtract the sum of the admin-
ion, placement, IMC & categorical cost
cial Education for each LEA & list
TOC = TCGE (by LEA)]

$$\left.\begin{matrix}3,10\text{-}2\text{-}11\ ,\ 1\text{-}n)+(2,20\text{-}2\text{-}11,1\text{-}n)+\\ 2,30\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}11,1\text{-}n)+\\ 2,40\text{-}2\text{-}13,1\text{-}n)\end{matrix}\right\} = B$$

$$\left.\begin{matrix}{}^{8}(3,12,1\text{-}n)+\substack{\text{CDE 148}\\ \text{SEPP}}(3,18,1\text{-}n)+\\ \\ {}^{3}(3,13,1\text{-}n)+\substack{\text{CDE 148}\\ \text{SEPP}}(C,7,1\text{-}n)+\\ \\ \sum_{\substack{\text{e}\\ \text{ry}}}\ \sum_{\text{Handicaps}}\ \sum_{\substack{\text{Program}\\ \text{level}}}\substack{\text{CDE 148}\\ \text{Spec Ed}}(3,11,1\text{-}n_{(S)})+\\ \\ \sum_{\text{aps}}\ \sum_{\substack{\text{Program}\\ \text{level}}}\substack{\text{CDE 148}\\ \text{Spec Ed}}(3,11,1\text{-}n_{(NS)})\end{matrix}\right]$$

Data Items

1.136 CDE
148 - SEAP (3,12,1-n) (Subtotal, cost, total, LEA's)
SEPP (3,18,1-n) (Subtotal cost, total, LEA's)
SEIM (3,13,1-n) (Subtotal cost, total, LEA's)
SEPT (C,7,1-n) (total, total, LEA's)
Spec Ed-S (3,11,1-7,1-3,1-5, $1\text{-}n_{(S)}$)(Subtotal cost, total, handicaps, service delivery, program levels, $\text{LEA's}_{(S)}$)
Spec Ed-NS (3,11,1-7,1-2,$1\text{-}n_{(NS)}$ (Subtotal cost, total, handicaps, program level, $\text{LEA's}_{(NS)}$)

[Dollars spent]

Management Questions	Analyses
1.137 What is the total cost of general education (TCGE) per student (a) across all LEA's (b) for each LEA?	1.137 (a) Add together the current expenses and sum across LEA's; then subtract the sum of the administration, placement, IMC & categoric costs of special education (total direct c of special education) summed across LEA's; then divide the difference (total cost of general education) by the quotient of the total aggregate days of attendance divided by the quotient of the sum of the days actually taught in pre-kindergarten, kindergarten, and grade levels 1-12 divide by 3. $\frac{\text{TCGE}}{\text{average number of school days actually taught}}$ $\sum_{\text{LEA's}} \overset{\text{CDE}}{3} \left\{ \begin{matrix} (3,10\text{-}2\text{-}11) + (2,20\text{-}2\text{-}11) + (2,30\text{-} \\ (2,40\text{-}2\text{-}11) + (2,40\text{-}2\text{-}13) \end{matrix} \right.$ $\left\{ \begin{matrix} \sum_{\text{LEA's}} \overset{\text{CDE 148}}{\text{SEAP}} (3,12) + \sum_{\text{LEA's}} \overset{\text{CDE 148}}{\text{SEPP}} (3,18) + \\ \sum_{\text{LEA's}} \overset{\text{CDE 148}}{\text{SEIM}} (3,13) + \sum_{\text{LEA's}} \overset{\text{CDE 148}}{\text{SEPT}} (C,7) + \\ \sum_{\substack{\text{LEA's} \\ (S)}} \sum_{\substack{\text{Service} \\ \text{delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program} \\ \text{level}}} \overset{\text{CDE 148}}{\text{Spec Ed}} (3 \\ \sum_{\substack{\text{LEA's} \\ (NS)}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program} \\ \text{level}}} \overset{\text{CDE 148}}{\text{Spec Ed}} (3,11) \end{matrix} \right.$ $\sum_{\text{LEA's}} \frac{\overset{\text{CDE}}{2} (I7:\ 2,3)}{\overset{\text{CDE}}{2} (I3a)+(I3b)+(I3c)/3}$

Analyses

dd together the current expenses and sum
ross LEA's; then subtract the sum of the
inistration, placement, IMC & categorical
sts of special education (total direct cost
special education) summed across LEA's;
en divide the difference (total cost of
neral education) by the quotient of the
tal aggregate days of attendance divided
the quotient of the sum of the days
tually taught in pre-kindergarten,
ndergarten, and grade levels 1-12 divided
3. $\frac{\text{TCGE}}{\text{average number of school days actually taught}}$

$$\frac{\displaystyle\sum_{\text{A's}} \underset{3}{\text{CDE}} \left\{\begin{array}{l} (3,10\text{-}2\text{-}11)+(2,20\text{-}2\text{-}11)+(2,30\text{-}2\text{-}11)+ \\ (2,40\text{-}2\text{-}11)+(2,40\text{-}2\text{-}13) \end{array}\right\} - \left\{\begin{array}{l} \displaystyle\sum_{\text{A's}} \underset{\text{SEAP}}{\text{CDE 148}}(3,12)+\sum_{\text{LEA's}} \underset{\text{SEPP}}{\text{CDE 148}}(3,18)+ \\ \displaystyle\sum_{\text{A's}} \underset{\text{SEIM}}{\text{CDE 148}}(3,13)+\sum_{\text{LEA's}} \underset{\text{SEPT}}{\text{CDE 148}}(C,7)+ \\ \displaystyle\sum_{\text{A's}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,11)+ \\ \displaystyle\sum_{\substack{\text{A's}\\ \text{S)}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,11) \end{array}\right\}}{\dfrac{\sum \underset{2}{\text{CDE}}(\text{I7}: 2,3)}{\sum_{\text{A's}} \underset{2}{\text{CDE}}\ (\text{I3a})+(\text{I3b})+(\text{I3c})/3}}$$

Data Items

1.137 CDE - 3 (3,10-2-11,1-n) (total, total current expenses except community services general fund, LEA's)
(2,20-2-11,1-n) (Subtotal, total fixed charges bond redemption fund, LEA's)
(2,30-2-11,1-n) (Subtotal, total fixed charges building fund, LEA's)
(2,40-2-11,1-n) (Subtotal, total fixed charges capital reserve fund, LEA's)
(2,40-2-13,1-n) (Subtotal, total replacement of equipment - capital reserve fund, LEA's)

[Dollars spent]

CDE 2 (I7:2,3,1-n) (Aggregate statistics: aggregate days of attendance, total, LEA's)

[Number of days]

(I3a,1-n) (Number of days actually taught - pre-kindergarten, LEA's)
(I3b, 1-n) (Number of days actually taught - kindergarten, LEA's)
(I3C,1-n) (Number of days actually taught - grade level 1-12, LEA's)

[Number of days]

Management Questions	Analyses
1.137 What is the total cost of general education (TCGE) per student (a) across all LEA's (b) for each LEA?	1.137(b) Add together the current expenses for each LEA; then subtract the sum of the administrat placement, IMC & categorical costs of Special Education for each LEA (total direct cost) & divide by the average number of school days actually taught and list.

$$\frac{\text{CDE}_{3}\left\{\begin{array}{l}(3,10\text{-}2\text{-}11\ ,1\text{-}n)+(2,20\text{-}2\text{-}11,1\text{-}n)+\\(2,30\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}11,1\text{-}n)+\\(2,40\text{-}2\text{-}13,1\text{-}n)\end{array}\right\}-\ \text{List}\left\{\begin{array}{l}\text{CDE}^{148}_{\text{SEAP}}(3,12,1\text{-}n)+\text{CDE}^{148}_{\text{SEPP}}(3,18,1\text{-}n)+\\ \text{CDE}^{148}_{\text{SEIM}}(3,13,1\text{-}n)+\text{CDE}^{148}_{\text{SEPT}}(C,7,1\text{-}n)+\\ \sum\limits_{\text{Service delivery}}\ \sum\limits_{\text{Handicaps}}\ \sum\limits_{\text{Program Level}}\text{CDE}^{148}_{\text{Spec Ed}}(3,11,1\text{-}n_{(S}\\ \sum\limits_{\text{Handicaps}}\ \sum\limits_{\text{Program level}}\text{CDE}^{148}_{\text{Spec Ed}}(3,11,1\text{-}n_{(NS)})\end{array}\right.}{\dfrac{\text{CDE 2}\ \ (I7{:}\ 2,3,1\text{-}n)}{\text{CDE 2}\ \ (I3a,1\text{-}n)+(I3b,1\text{-}n)+(I3c,1\text{-}n)/3}}$$

Analyses

together the current expenses for each
then subtract the sum of the administration,
ment, IMC & categorical costs of Special
tion for each LEA (total direct cost) &
e by the average number of school days
lly taught and list.

$$\left\{\begin{array}{l}(3,10\text{-}2\text{-}11\ ,1\text{-}n)+(2,20\text{-}2\text{-}11,1\text{-}n)+\\(2,30\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}11,1\text{-}n)+\\(2,40\text{-}2\text{-}13,1\text{-}n)\end{array}\right\}-$$

$$\left.\begin{array}{l}{}^{48}(3,12,1\text{-}n)+\overset{\text{CDE }148}{\text{SEPP}}(3,18,1\text{-}n)+\\[1em]{}^{48}(3,13,1\text{-}n)+\overset{\text{CDE }148}{\text{SEPT}}(C,7,1\text{-}n)+\\[1em]\underset{\text{ce ery}}{} \ \underset{\text{Handicaps}}{\sum}\ \underset{\text{Program Level}}{\sum}\ \overset{\text{CDE }148}{\text{Spec Ed}}(3,11,1\text{-}n_{(S)})+\\[1em]\underset{\text{caps}}{\sum}\ \underset{\text{Program level}}{\sum}\ \overset{\text{CDE }148}{\text{Spec Ed}}(3,11,1\text{-}n_{(NS)})\end{array}\right\}$$

$$\frac{(I7:\ 2,3,1\text{-}n)}{(I3a,1\text{-}n)+(I3b,1\text{-}n)+(I3c,1\text{-}n)\big/_3}$$

Data Items

1.137 CDE
148 - SEAP (3,12-1-n) (Subtotal cost, total, LEA's)
SEPP (3,18,1-n) (Subtotal cost, total, LEA's)
SEIM (3,13,1-n) (Subtotal cost, total, LEA's)
SEPT (C,7,1-n) (total, total, LEA's)
Spec Ed-S(3,11,1-7,1-3,1-5, $1\text{-}n_{(S)}$)(Subtotal cost, total, handicaps, service delivery, program levels, LEA's$_{(S)}$)
Spec Ed-NS (3,11,1-7,1-2,$1\text{-}n_{(NS)}$ (Subtotal cost, total, handicaps, program level, LEA's$_{(NS)}$)

[Dollars spent]

Management Questions	Analyses
1.138 What is the cost of general education for the subpopulation of handicapped children?	1.138 (a) Multiply the total cost of general educ student summed across LEA's times the AD (itinerant, resource room) & ADA (self-c classroom in Special Education summed ac program levels & LEA's. (Formula follows last page of data items this management question.)

Analyses			Data Items
8 (a) Multiply the total cost of general education per student summed across LEA's times the ADCL (itinerant, resource room) & ADA (self-contained) classroom in Special Education summed across program levels & LEA's. (Formula follows last page of data items for this management question.)	1.138	CDE - 2	(I7:2,3,1-n) (aggregate statistics: aggregate days of attendance, total, LEA's) [Number of days]
			(I3a,1-n) (Number of days actually taught - pre-kindergarten, LEA's) (I3b,1-n) (Number of days actually taught - kindergarten, LEA's) (I3c,1-n) (Number of days actually taught -grade level 1-12, LEA's) [Number of days]
		CDE 148 - Form II	(2,10,1-5,1-n) (itinerant, total, program levels, LEA's) [ADCL]
			(4,10,1-5,1-n) (resource room, total, program level, LEA's) [ADCL)
			(6,10,1-5,1-n) (Self-contained, total, program level, LEA's) [ADA]

	Management Questions		Analyses
1.138	What is the cost of general education for the subpopulation of handicapped children?	1.138(b)	Multiply the total cost of general edu student in each LEA times the ADCL (iti resource room) & ADA self-contained cla Special Education summed across program each LEA & list.
			(Formula follows on next page.)

Analyses			Data Items
ply the total cost of general education per t in each LEA times the ADCL (itinerant; ce room) & ADA self-contained classroom in l Education summed across program level in EA & list. la follows on next page.)	1.138	CDE - 3	(3,10-2-11,1-n) (total, total current expenses except community services, general funding, LEA's) (2,20-2-11,1-n) (Sub-total, total fixed charges, bond redemption fund, LEA's) (2,30-2-11,1-n) (Sub-total, total fixed charges building fund, LEA's) (2,40-2-11,1-n) (Sub-total, total fixed charges capital reserve fund, LEA's) (2,40-2-13,1-n) (Sub-total, total, replacement of equipment - capital reserve fund, LEA's) [Dollars spent]
		CDE 148 -	SEAP (3,12,1-n) (Sub-total cost, total, LEA's) SEPP (3,18,1-n) (Sub-total cost, total, LEA's) SEIM (3,13,1-n) (Sub-total cost, total, LEA's) SEPT (C,7,1-n) (total, total, LEA's) Spec Ed-S (3,11,1-7,1-3,1-5, 1-n$_{(S)}$)(Sub-total, cost total, handicaps, service deliveries, program levels, LEA's$_{(S)}$) Spec Ed-NS (3,11,1-7,1-2, 1-n$_{(NS)}$) (Subtotal cost, total, handicaps, program level, LEA's$_{(NS)}$) [Dollars spent]

$$1.138\ \ (a)\quad \sum_{\text{LEA's}} \underset{3}{\text{CDE}} \Big[(3,10\text{-}2\text{-}11\ )+(2,20\text{-}2\text{-}11)+(2,30\text{-}2\text{-}11)+(2,40\text{-}2\text{-}11)+(2,40\text{-}2\text{-}13) \Big] \ -$$

$$\left\{ \begin{array}{l} \displaystyle\sum_{\text{LEA's}} \underset{\text{SEAP}}{\text{CDE 148}}(3,12)+ \sum_{\text{LEA's}} \underset{\text{SEPP}}{\text{CDE 148}}(3,18) + \sum_{\text{LEA's}} \underset{\text{SEIM}}{\text{CDE 148}}(3,13) + \sum_{\text{LEA's}} \underset{\text{SEPT}}{\text{CDE 1}} \\ \displaystyle\sum_{\substack{\text{LEA's}\\(\text{NS})}} \ \sum_{\text{Handicaps}} \ \sum_{\substack{\text{Program}\\\text{level}}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,11) \end{array} \right.$$

$$\text{LEA's}\ \frac{\underset{2}{\text{CDE}}\ \ (\text{I7: } 2,3)}{\underset{2}{\text{CDE}}\ \ (\text{I3a})+(\text{I3b})+(\text{I3c})/_{3}}$$

$$\text{A} \cdot \left\{ \sum_{\text{LEA's}} \ \sum_{\substack{\text{Program}\\\text{level}}} \underset{\text{Form II}}{\text{CDE 148}} \Big[(2,10) + (4,10) + (6,10) \Big] \right\}$$

$$\begin{array}{l} 1.138 \\ (b) \end{array} \left\{ \begin{array}{l} \quad \underset{3}{\text{CDE}} \Big[(3,10\text{-}2\text{-}11\ ,1\text{-}n)+(2,20\text{-}2\text{-}11,1\text{-}n)+(2,30\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2 \\ \text{List} \left\{ \begin{array}{l} \underset{\text{SEAP}}{\text{CDE 148}}\ (3,12,1\text{-}n) + \underset{\text{SEPP}}{\text{CDE 148}}\ (3,18,1\text{-}n) + \underset{\text{SEIM}}{\text{CDE 148}}\ (3,13,1\text{-}n) + \underset{\text{SEPT}}{\text{CDE 148}}\ (C,7,1\text{-} \\ \displaystyle\sum_{\text{Handicaps}} \ \sum_{\substack{\text{Program}\\\text{level}}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,11,1\text{-}n_{(\text{NS})}) \end{array} \right. \\ \dfrac{\text{CDE 2}\ \ (\text{I7: } 2,3,1\text{-}n)}{\text{CDE 2}\ \ (\text{I3a},1\text{-}n)+(\text{I3b},1\text{-}n)+(\text{I3c},1\text{-}n)/_{3}} \end{array} \right.$$

$$\text{B} \cdot \left\{ \sum_{\substack{\text{Program}\\\text{level}}} \underset{\text{From II}}{\text{CDE 148}} \Big[(2,10,1\text{-}n)+(4,10,1\text{-}n)+(6\ 10,1\text{-}n) \Big] \right\}$$

$$\text{30-2-11)}+(2,\text{40-2-11})+(2,\text{40-2-13})\Big] \leftarrow$$

$$+\sum_{\text{LEA's}} \underset{\text{SEIM}}{\text{CDE }148}(3,13)+\sum_{\text{LEA's}} \underset{\text{SEPT}}{\text{CDE }148}(C,7)+\sum_{\substack{\text{LEA's}\\(S)}}\ \sum_{\substack{\text{Service}\\\text{delivery}}}\ \sum_{\text{Handicaps}}\ \sum_{\substack{\text{Program}\\\text{level}}} \underset{\text{Spec Ed}}{\text{CDE }148}(3,11)+\Bigg\}$$

$$)$$

$$\overline{\hspace{20em}} = A$$

$$+\ (6,10)\Big]\Bigg\}$$

$$\text{30-2-11,1-n)}+(2,\text{40-2-11},1\text{-}n)+(2,\text{40-2-13},1\text{-}n)\Big] \leftarrow$$

$$\left.\left.\underset{\text{SEIM}}{\text{CDE }148}(3,13,1\text{-}n)+\underset{\text{SEPT}}{\text{CDE }148}(C,7,1\text{-}n)+\sum_{\substack{\text{Service}\\\text{delivery}}}\ \sum_{\text{Handicaps}}\ \sum_{\substack{\text{Program}\\\text{level}}} \underset{\text{Spec Ed}}{\text{CDE }148}(3,11,1\text{-}n_{(S)})+ \right\} \right\} = B$$

$$(6\ 10,1\text{-}n)\Big]\Bigg\}$$

Management Questions	Analyses
1.139 What is the total cost of education during the regular school year for handicapped children (a) across all LEA's (b) by each LEA?	1.139 (a) Sum across LEA's each of Special Educat administration, pupil placement screenin evaluation, instructional materials cent categorical costs. Add these costs toge and add the sum to the total cost of gen education per student multiplied by the ADA for Special Education summed across levels and LEA's [TDC + TCGE (SPED Students) (Formula follows last page of data Item this management question)

Analyses

across LEA's each of Special Education
istration, pupil placement screening
ation, instructional materials center and
orical costs. Add these costs together
dd the sum to the total cost of general
tion per student multiplied by the ADCL &
or Special Education summed across program
s and LEA's $\left[TDC + TCGE\ (\text{SPED Students}) \pm TCG_{SPED}\right]$

ula follows last page of data Item for
management question)

Data Items

1.139 CDE
148 - SEAP (3,12,1-n) (Subtotal cost, total, LEA's)
SEPP (3,18,1-n) (Subtotal cost, total, LEA's)
SEIM (3,13,1-n) (Subtotal cost, total, LEA's)
SEPT (C,7,1-n) (total, total, LEA's)
Spec Ed-S (3,11,1-7,1-3,1-5, $1\text{-}n_{(S)}$)(Subtotal cost, total, handicaps, service delivery, program levels, $\text{LEA's}_{(S)}$)
Spec Ed-NS (3,11,1-7,1-2, $1\text{-}n_{(NS)}$)(Subtotal cost, total, handicaps, program level, $\text{LEA's}_{(NS)}$)

[Dollars spent]

CDE - (I7:2,3,1-n) (Aggregate
2 statistics: aggregate days of attendance, total, LEA's)

[Number of days]

(I3a,1-n) (Number of days actually taught - pre-kindergarten, LEA's)
(I3b,1-n) (Number of days actually taught - kindergarten, LEA's)
(I3c,1-n) (Number of days actually taught - grade levels 1-12, LEA's)

[Number of days]

Management Questions	Analyses
1.139 What is the total cost of education during the regular school year for handicapped children (a) across all LEA's (b) by each LEA?	1.139 (b) For each LEA add together the Special administration, pupil placement, IMC, categorical cost, then add the sum to cost of general education per student by the ADCL & ADA for Special Educatio LEA and list. (Formula follows last page of Data Ite this management question.)

Analyses

39 (b) For each LEA add together the Special Education administration, pupil placement, IMC, and categorical cost, then add the sum to the total cost of general education per student multiplied by the ADCL & ADA for Special Education for each LEA and list.

(Formula follows last page of Data Items for this management question.)

Data Items

1.139 CDE 148 Form II - (2,10,1-5,1-n) itinerant, total, program levels, LEA's)

[ADCL]

(4,10,1-5,1-n) (resource room, total, program level, LEA's)

[ADCL]

(6,10,1-5,1-n) (Self-contained, total, program level, LEA's)

[ADA]

CDE-3 (3,10-2-11,1-n) (total, total current expenses except community service general funds, LEA's)
(2,20-2-11,1-n) (Sub-total, total fixed charges, bond redemption fund, LEA's)
(2,30-2-11,1-n) (Sub-total, total fixed charges building fund, LEA's)
(2,40-2-11,1-n) (Sub-total, total fixed charges capital reserve fund, LEA's)
(2,40-2-13,1-n) (Sub-total, total, replacement of equipment - capital reserve fund, LEA's)

[Dollars spent]

$$1.139\ (a) \left\{ \begin{array}{l} \sum_{\text{LEA's}} \text{CDE}^{148}_{\text{SEAP}}(3,12) + \sum_{\text{LEA's}} \text{CDE}^{148}_{\text{SEPP}}(3,18) + \sum_{\text{LEA's}} \text{CDE}^{148}_{\text{SEIM}}(3,13) + \sum_{\text{LEA's}} \text{CDE}^{148}_{\text{SEPT}}(C,7) \\ \sum_{\substack{\text{LEA's}\\(\text{NS})}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{levels}}} \text{CDE}^{148}_{\text{Spec Ed}}(3,11) \end{array} \right.$$

$$\left\{ \begin{array}{l} \cfrac{\cfrac{\sum_{\text{LEA's}} \text{CDE}_{3} \left[(3,10\text{-}2\text{-}11\ )+(2,20\text{-}2\text{-}11)+(2,30\text{-}2\text{-}11)+(2,40\text{-}2\text{-}11)+(2,40\text{-}2\text{-}13) \right] - \left\{ \begin{array}{l} \sum_{\text{LEA's}} \text{CDE}^{148}_{\text{SEIM}}(3,12) + \sum_{\text{LEA's}} \text{CDE}^{148}_{\text{SHEPP}}(3,18) + \sum_{\text{LEA's}} \text{CDE}^{148}_{\text{SEIM}}(3,13) + \sum_{\text{LEA's}} \text{CDE}^{148}_{\text{SEPT}}(C \\ \sum_{\substack{\text{LEA's}\\(\text{NS})}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE}^{148}\ \text{Spec Ed}\ (3,11) \end{array} \right.}{\text{CDE}_{2}\ (\text{I7: } 2,3)}}{\text{LEA's}\ \text{CDE}_{2}\ (\text{I3a})+(\text{I3b})+(\text{I3c})/_{3}} \end{array} \right.$$

$$A \cdot \left\{ \sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE } 148\ \text{Form II} \left[(2,10)+(4,10)+(6,10) \right] \right\}$$

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$$\sum_{\text{LEA's}} \text{CDE 148}_{\text{SEIM}}(3,13) + \sum_{\text{LEA's}} \text{CDE 148}_{\text{SEPT}}(C,7) + \sum_{\substack{\text{LEA's}\\ \text{(S)}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{levels}}} \text{CDE 148}_{\text{Spec Ed}}(3,11) + \Bigg\} +$$

$$)\text{-}2\text{-}11)+(2,40\text{-}2\text{-}11)+(2,40\text{-}2\text{-}13)\Big] -$$

$$+ \sum_{\text{LEA's}} \text{CDE 148}_{\text{SEIM}}(3,13) + \sum_{\text{LEA's}} \text{CDE 148}_{\text{SEPT}}(C,7) + \sum_{\substack{\text{LEA's}\\ \text{(S)}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Spec Ed}}(3,11) + \Big\} \Bigg\} = A$$

$$,10)\Big] \Bigg\}$$

1.139 (b)

$$\text{List}\left\{\begin{array}{l} \underset{\text{SEAP}}{\text{CDE }148}(3,12,1\text{-}n) + \underset{\text{SEPP}}{\text{CDE }148}(3,18,1\text{-}n) + \underset{\text{SEIM}}{\text{CDE }148}(3,13,1\text{-}n) + \underset{\text{SEPT}}{\text{CDE }148}(C,7,1\text{-} \\ \displaystyle\sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{levels}}} \underset{\text{Spec Ed}}{\text{CDE }148}\,(3,11,1\text{-}n_{(NS)}) \end{array}\right.$$

$$\left\{\begin{array}{l} \displaystyle\sum_{\text{LEA's}} \underset{3}{\text{CDE}} \Big[(3,10\text{-}2\text{-}111,1\text{-}n)+(2,20\text{-}2\text{-}11,1\text{-}n)+(2,30\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}11 \\ \text{List}\left\{\begin{array}{l} \underset{\text{SEAP}}{\text{CDE }148}(3,12,1\text{-}n) + \underset{\text{SEPP}}{\text{CDE }148}(3,18,1\text{-}n) + \underset{\text{SEIM}}{\text{CDE }148}(3,13,1\text{-}n) + \underset{\text{SEPT}}{\text{CDE }148}(C,7 \\ \displaystyle\sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Spec Ed}}{\text{CDE }148}(3,11,1\text{-}n)_{(NS)}) \end{array}\right. \end{array}\right.$$

$$\frac{\text{CDE 2}\quad (\text{I7: }2,3,1\text{-}n)}{\text{CDE 2}\quad (\text{I3a},1\text{-}n)+(\text{I3b},1\text{-}n)+(\text{I3c},1\text{-}n)/_3}$$

$$B\cdot\left\{\sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Form II}}{\text{CDE }148}\Big[(2,10,1\text{-}n)+(4,10,1\text{-}n)+(6,10,1\text{-}n)\Big]\right\}$$

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$$) + \text{CDE}^{148}_{\text{SEIM}}(3,13,1-n) + \text{CDE}^{148}_{\text{SEPT}}(C,7,1-n) + \sum_{\substack{\text{Service}\\\text{delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE}^{148}_{\text{Spec Ed}}(3,11,1-n_{(S)}) + \left.\vphantom{\sum_{\substack{a\\b}}}\right\} +$$

$$n_{(NS)})$$

$$-2-11,1-n)+(2,30-2-11,1-n)+(2,40-2-11,1-n)+(2,40-2-13,1-n)\Big] -$$

$$1-n) + \text{CDE}^{148}_{\text{SEIM}}(3,13,1-n) + \text{CDE}^{148}_{\text{SEPT}}(C,7,1-n) + \sum_{\substack{\text{Service}\\\text{delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE}^{148}_{\text{Spec Ed}}(3,11,1-n_{(S)}) + \left.\vphantom{\sum_{\substack{a\\b}}}\right\}$$

$$1-n)_{(NS)}) \Big\} = B$$

$$\overline{-n)}/_3$$

$$,1-n)+(6,10,1-n)\Big]\Bigg\}$$

Management Questions	Analyses
1.140 What is the total cost of education per handicapped student during the regular school year (a) across all LEA's (b) by each LEA?	1.140 (a) Add the total direct cost of Special Educatio for the regular school year per handicapped st summed across all LEA's the total cost of gener education per student summed across all LEA's $\left[TOC/_{S} + TCGE/_{S} = TC/_{S} \right]$ (Formula follows last page of data item for th management question.)

Analyses		Data Items
dd the total direct cost of Special Education r the regular school year per handicapped student ed across all LEA's the total cost of general ucation per student summed across all LEA's $OC/_{S} + TCGE/_{S} = TC/_{S}$] ormula follows last page of data item for this nagement question.)	1.140	CDE 148 - SEAP (3,12,1-n) (Sub-total cost, total, LEA's) SEPP (3,18,1-n) (Sub-total cost, total, LEA's) SEIM (3,13,1-n) (Sub-total cost, total, LEA's) SEPT (C,7,1-n) (total, total, LEA's) Spec Ed-S (3,11,1-7,1-3,1-5, $1\text{-}n_{(S)}$) (Sub-total cost, total, handicaps, service delivery, program levels, $\text{LEA's}_{(S)}$) (Spec Ed-NS (3,11,1-7,1-2, $1\text{-}n_{(NS)}$) (Subtotal cost, total handicaps, program level, $\text{LEA's}_{(NS)}$) [Dollars spent]
		CDE 148 - (2,10,1-5,1-n) (itinerant, Form II total, program level, LEA's) [ADCL] (4,10,1-5,1-n) (resource room, total, program level, LEA's) [ADCL] (6,10,1-5,1-n) (Self-contained, total, program level, LEA's) [ADA]

Management Questions	Analyses
1.140 What is the total cost of education per handicapped student during the regular school year (a) across all LEA's (b) by each LEA?	(b) Add the total direct cost of Speci the regular school year per handica to the total cost of general educat for each LEA and list. (Formula follows last page of Data this management question.)

Analyses

dd the total direct cost of Special Education for e regular school year per handicapped by each LEA the total cost of general education per student r each LEA and list.

ormula follows last page of Data Items for his management question.)

Data Items

CDE - 2 (I7:2,3,1-n) (aggregate statistics: aggregate days of attendance, total, LEA's)

[Number of days]

(I3a,1-n) (Number of days actually taught - pre-kindergarten, LEA's)

(I3b,1-n) (Number of days actually taught - kindergarten, LEA's)

(I3c,1-n) (Number of days actually taught - grade level 1-12, LEA's)

[Number of days]

CDE - 3 (3,10-2-11,1-n) (total, total current expenses except community services, general fund, LEA's)
(2,20-2-11,1-n) (Subtotal, total fixed charges, bond redemption fund, LEA's)
(2,30-2-11,1-n) (Subtotal, total fixed charges, building fund, LEA's)
(2,40-2-11,1-n) (Subtotal, total fixed charges, capital reserve fund, LEA's)
(2,40-2-13,1-n) (Subtotal, total replacement of equipment capital reserve fund, LEA's)

[Dollars spent]

$$1.140\quad (a)\ \left\{\frac{\begin{array}{l}\sum\limits_{\text{LEA's}} \text{CDE } 148_{\text{SEAP}}(3,12) + \sum\limits_{\text{LEA's}} \text{CDE } 148_{\text{SEPP}}(3,18) + \sum\limits_{\text{LEA's}} \text{CDE } 148_{\text{SEIM}}\ (3,13) + \\ \sum\limits_{\text{LEA's}} \text{CDE } 148_{\text{SEPT}}(C,7) + \sum\limits_{\substack{\text{LEA's}\\ (S)}} \sum\limits_{\substack{\text{Service}\\ \text{Delivery}}} \sum\limits_{\text{Handicaps}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} \text{CDE } 148_{\text{Spec Ed}}(3,11) + \sum\limits_{\substack{\text{LEA's}\\ (NS)}} \end{array}}{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} \text{CDE } 148_{\text{Form II}} \left[(2,10)+(4,10)+(6,10)\right]}\right.$$

$$\left\{\frac{\begin{array}{l}\sum\limits_{\text{LEA's}} \underset{3}{\text{CDE}} \left[(3,10\text{-}2\text{-}11) + (2,20\text{-}2\text{-}11) + (2,30\text{-}2\text{-}11) + (2,40\text{-}2\text{-}11) + (2,40\text{-}2\text{-}13)\right] \\ \sum\limits_{\text{LEA's}} \text{CDE } 148_{\text{SEAP}}(3,12) + \sum\limits_{\text{LEA's}} \text{CDE } 148_{\text{SEPP}}(3,18) + \sum\limits_{\text{LEA's}} \text{CDE } 148_{\text{SEIM}}(3,13) + \sum\limits_{\text{LEA's}} \text{CDE } 148_{\text{SEPT}}(C,7) + \\ \sum\limits_{\substack{\text{LEA's}\\ (NS)}} \sum\limits_{\text{Handicaps}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} \text{CDE } 148_{\text{Spec Ed}}\ (3,11) \end{array}}{\sum\limits_{\text{LEA's}} \dfrac{\text{CDE 2 (I7: 2,3)}}{\text{CDE 2 } (I3a)+(I3b)+(I3c)/3}}\right.$$

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$$) + \sum_{\text{LEA's}} \text{CDE 148}_{\text{SEIM}} (3,13) +$$

$$\left.\frac{\sum_{\text{andicaps}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE 148}_{\text{Spec Ed}}(3,11) + \sum_{\substack{\text{LEA's}\\\text{(NS)}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE 148}_{\text{Spec Ed}}(3,11)}{(6,10)\Big]}\right\} +$$

$$(2,30\text{-}2\text{-}11) + (2,40\text{-}2\text{-}11) + (2,40\text{-}2\text{-}13)\Big]$$

$$\left.\left.\frac{\sum + \text{LEA's}\ \text{CDE 148}_{\text{SEIM}}(3,13) \sum + \text{LEA's}\ \text{CDE 148}_{\text{SEPT}}(C,7) + \sum_{\substack{\text{LEA's}\\\text{(S)}}} \sum_{\substack{\text{Service}\\\text{delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE 148}_{\text{Spec Ed}}(3,11)+}{}\right\}\right\}$$

1.140 (b)

$$\text{List}\left\{\frac{\text{CDE }148_{\text{SEAP}}(3,12,1\text{-}n)+\text{CDE }148_{\text{SEPP}}(3,18,1\text{-}n)+\text{CDE }148_{\text{SEIM}}(3,13,1\text{-}n)+\text{CDE }148_{\text{SEPT}}(C,7,\qquad \sum_{\text{Handicaps}}\sum_{\substack{\text{Program}\\\text{level}}}\text{CDE }148_{\text{Spec Ed}}(3,11,1\text{-}n_{(NS)})}{\sum_{\substack{\text{Program}\\\text{level}}}\text{CDE }148_{\text{Form II}}\left[(2,10,1\text{-}n)+(4,10,1\text{-}n)+(6,10,1\text{-}n)\right]}\right.$$

$$\left\{\begin{array}{l}\text{CDE}_{3}\left[(3,10\text{-}2\text{-}11\ ,1\text{-}n)+(2,20\text{-}2\text{-}11,1\text{-}n)+(2,30\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}11,1\text{-}n)+\right.\\ \text{List}\left\{\begin{array}{l}\text{CDE }148_{\text{SEAP}}(3,12,1\text{-}n)+\text{CDE }148_{\text{SEPP}}(3,18,1\text{-}n)+\text{CDE }148_{\text{SEIM}}(3,13,1\text{-}n)+\text{CDE }148_{\text{SEPT}}(C,7,1\text{-}n)\\ \sum_{\text{Handicaps}}\sum_{\substack{\text{Program}\\\text{level}}}\text{CDE }148_{\text{Spec Ed}}(3,11,1\text{-}n_{(NS)})\\ \hline\end{array}\right.\\ \dfrac{\text{CDE 2 }(I7:\ 2,3,1\text{-}n)}{\text{CDE 2 }(I3a,1\text{-}n)+(I3b,1\text{-}n)+(I3c,1\text{-}n)/3}\end{array}\right.$$

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$$+\mathrm{CDE\ 148}_{\mathrm{SEIM}}(3,13,1\text{-}n)+\mathrm{CDE\ 148}_{\mathrm{SEPT}}(C,7,1\text{-}n)+\sum_{\substack{\text{Service}\\\text{delivery}}}\ \sum_{\text{Handicaps}}\ \sum_{\substack{\text{Program}\\\text{level}}}\mathrm{CDE\ 148}_{\mathrm{Spec\ Ed}}(3,11,1\text{-}n_{(S)})+\ \Bigg\}+$$

$$)\,)$$

$$n)+(6,10,1\text{-}n)\big]$$

$$(2,30\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}13,1\text{-}n)\big]\ -$$

$$\mathrm{E\ 148}_{\mathrm{IM}}(3,13,1\text{-}n)+\mathrm{CDE\ 148}_{\mathrm{SEPT}}(C,7,1\text{-}n)+\sum_{\substack{\text{Service}\\\text{delivery}}}\ \sum_{\text{Handicaps}}\ \sum_{\substack{\text{Program}\\\text{level}}}\mathrm{CDE\ 148}_{\mathrm{Spec\ Ed}}(3,11,1\text{-}n_{(S)})+\ \Bigg\}\Bigg\}$$

$$)\,)$$

Management Questions	Analyses
1.141 What is the total direct cost of Special Education for the regular school year by handicap (a) across all LEA's (b) by each LEA?	1.141(a) Multiply the total direct cost per han student for Special Education by the AD each handicap summed across program leve (Formula follows last page of Data Iten this management question.)

Analyses		Data Items
) Multiply the total direct cost per handicaped student for Special Education by the ADCL & ADA in each handicap summed across program level & LEA's (Formula follows last page of Data Items for this management question.)	1.141 CDE 148 -	SEAP (3,12,1-n) (Subtotal cost, total, LEA's) SEPP (3,18,1-n) Subtotal costs, total, LEA's) SEIM (3,13,1-n) (Subtotal costs, total, LEA's) SEPT (C,7,1-n) (total, total, LEA's) Spec Ed-S (3,11,1-7,1-3,1-5, 1-n$_{(S)}$)(Subtotal cost, total handicaps, service delivery, program levels, LEA's$_{(S)}$) Spec Ed-NS (3,11,1-7,1-2, 1-n$_{(NS)}$)(Subtotal cost, total, handicaps, program level, LEA's$_{(NS)}$) [Dollars spent]
	CDE 148 - Form II	(2,10,1-5,1-n) (itinerant, total, program levels, LEA's) [ADCL] (4,10,1-5,1-n) (resource room, total, program level, LEA's) [ADCL] (6,10,1-5,1-n) (Self-contained, total, program level, LEA's) [ADA]

1.141 What is the total direct cost of Special Education for the regular school year by handicap (a) across all LEA's (b) by each LEA?	(b) For each LEA multiply the total dir handicaped student for Special Educ ADCL & ADA by handicap summed across and list. (Formula follows last page of Data this management question.)

For each LEA multiply the total direct cost per handicaped student for Special Education by the ADCL & ADA by handicap summed across program levels and list.

(Formula follows last page of Data Items for this management question.)

CDE - Form II (2,1-9,1-5,1-2)
148 Itinerant, handicaps, program level, LEA's)

[ADCL]

(4,1-9,1-5,1-n) (resource room, handicaps, program level, LEA's)

[ADCL]

(6,1-9,1-5,1-n) (Self-contained, handicaps, program level, LEA's)

[ADA]

$$1.141\quad (a)\ \left\{\frac{\sum_{\text{LEA's}} \underset{\text{SEAP}}{\text{CDE 148}}(3,12) + \sum_{\text{LEA's}} \underset{\text{SEPP}}{\text{CDE 148}}(3,18) + \sum_{\text{LEA's}} \underset{\text{SEIM}}{\text{CDE 148}}(3,13) + \sum_{\text{LEA's}} \underset{\text{SEPT}}{\text{CDE 148}}(C,7) + \sum_{\substack{\text{LEA's}\\ (S)}} \sum_{\substack{\text{Service}\\ \text{Delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,11) + \sum_{\substack{\text{LEA's}\\ (NS)}} \text{Ha}}{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Form II}}{\text{CDE 148}}\left[(2,10)+(4,10)+(6,10)\right]}\right.$$

$$A \cdot \left\{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Form II}}{\text{CDE 148}}\left[(2,1\text{-}9)+(4,1\text{-}9)+(6,1\text{-}9)\right]\right\}$$

$$\begin{matrix}1.141\quad (b)\\ \text{List}\end{matrix}\ \left\{\frac{\underset{\text{SEAP}}{\text{CDE 148}}(3,12,1\text{-}n) + \underset{\text{SEPP}}{\text{CDE 148}}(3,18,1\text{-}n) + \underset{\text{SEIM}}{\text{CDE 148}}(3,13,1\text{-}n) + \underset{\text{SEPT}}{\text{CDE 148}}(C,7,1\text{-}n) + \sum_{\substack{\text{Service}\\ \text{Delivery}}} \text{Han} \quad \sum_{\text{Handicap}} \sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,11,1\text{-}n_{(NS)})}{\sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Form II}}{\text{CDE 148}}\left[(2,10,1\text{-}n)+(4,10\text{-}1\text{-}n)+(6,10\text{-}1\text{-}n)\right]}\right.$$

$$B \cdot \left\{\sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Form II}}{\text{CDE 148}}\left[(2,1\text{-}9,1\text{-}n)+(4,1\text{-}9,1\text{-}n)+(6,1\text{-}9,1\text{-}n)\right]\right\}$$

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$$\sum_{\text{EA's}} \text{CDE 148}_{\text{SEIM}}(3,13) +$$

$$\text{ps} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Spec Ed}}(3,11) + \sum_{\substack{\text{LEA's}\\ \text{(NS)}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Spec Ed}}(3,11)$$

$$\Big] \qquad \Bigg\} = A$$

$$,1\text{-}9)\Big]\Bigg\}$$

$$(3,13,1\text{-}n) + \text{CDE 148}_{\text{SEPT}}(C,7,1\text{-}n) + \sum_{\substack{\text{Service}\\ \text{Delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Spec Ed}}(3,11,1\text{-}n_{(S)}) +$$

$$10\text{-}1\text{-}n)\Big] \qquad \Bigg\} = B$$

$$,1\text{-}9,1\text{-}n)\Big]\Bigg\}$$

Management Questions	Analyses
1.142 What is the cost of general education for Special Education children by handicap (a) across all LEA's (b) by each LEA?	1.142(a) Multiply the cost of general edu student summed across all LEA's by by handicap summed across program (Formula follows last page of Dat this management question.)

Analyses		Data Items
a) Multiply the cost of general education per student summed across all LEA's by the ADCL & ADA by handicap summed across program level & all LEA's. (Formula follows last page of Data Items for this management question.)	1.142	CDE 148 - SEAP (3,12,1-n) (Subtotal cost, total, LEA's) SEPP (3,18,1-n) (Subtotal cost, total, LEA's) SEIM (3,13,1-n) (Subtotal cost, total, LEA's) SEPT (C,7,1-n) (total, total, LEA's) Spec Ed-S (3,11,1-7,1-3,1-5, 1-n$_{(S)}$) (Subtotal cost, total, handicaps, service delivery, program levels, LEA's$_{(S)}$) Spec Ed-NS (3,11,1-7,1-2,1-n$_{(NS)}$ (Subtotal cost, total, handicaps, program level, LEA's$_{(NS)}$) [Dollars spent]
		CDE - 2 (I7:2,3,1-n) (Aggregate statistics: aggregate days of attendance, total, LEA's) [Number of days]
		(I3a,1-n) (Number of days actually taught - pre-kindergarten, LEA's) (I3b,1-n) (Number of days actually taught - kindergarten, LEA's) (I3c,1-n) (Number of days actually taught - grade level 1-12, LEA's) [Number of days]

Management Questions	Analyses
1.142 What is the cost of general education for Special Education children by handicap (a) across all LEA's (b) by each LEA?	1.142 (b) Multiply the cost of general education pe student for each LEA by the ADCL & ADA by handicapsummed across program level for eac LEA & list. (Formula follows last page of Data Items fo this management question.)

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Analyses	Data Items		
he cost of general education per each LEA by the ADCL & ADA by med across program level for each llows last page of Data Items for ement question.)	1.142	CDE - 148	Form II (2,1-9,1-5,1-n) (Itinerant, handicaps, program level, LEA's) [ADCL] (4,1-9,1-5,1-n) (resource room, handicaps, program level, LEA's) [ADCL] (6,1-9,1-5,1-n) (Self-contained, handicaps, program level, LEA's) [ADA]
		CDE - 3	(3,10-2-11,1-n) (total, total current expenses except community services general fund, LEA's) (2,20-2-11-1-n) (Subtotal, total fixed charges, bond redemption fund, LEA's) (2,30-2-11,1-n) (Subtotal, total fixed charges building fund, LEA's) (2,40-2-11,1-n) (Subtotal, total fixed charges, capital reserve fund, LEA's) (2,40-2-13,1-n) (Subtotal, total, replacement of equipment - capital reserve fund, LEA's) [Dollars spent]

1.142 (a) $$\sum_{\text{LEA's}} \underset{3}{\text{CDE}} \left[(3,10\text{-}2\text{-}11)+(2,20\text{-}2\text{-}11)+(2,30\text{-}2\text{-}11)+(2,40\text{-}2\text{-}11)+(2,40\text{-}2\text{-}13)\right] \rightarrow$$

$$\left\{\begin{array}{l} \sum_{\text{LEA's}} \text{CDE }148_{\text{SEAP}}(3,12)+\sum_{\text{LEA's}} \text{CDE }148_{\text{SEPP}}(3,18)+\sum_{\text{LEA's}} \text{CDE }148_{\text{SEIM}}(3,13)+\sum_{\text{LEA's}} \text{CDE }148_{\text{SEPT}}(\text{C},7)+\text{L} \\ \sum_{\substack{\text{LEA's}\\ \text{(NS)}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,11) \\ \hline \sum_{\text{LEA's}} \dfrac{\text{CDE 2 } (\text{I7: } 2,3)}{\text{CDE 2 } (\text{I3a})+(\text{I3b})+(\text{I3c})/3} \end{array}\right.$$

A. $$\left\{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Form II}}{\text{CDE 148}} \left[(2,1\text{-}9)+(4,1\text{-}9)+(6,1\text{-}9)\right]\right\}$$

1.142 (b) $$\underset{3}{\text{CDE}} \left[(3,10\text{-}2\text{-}11,1\text{-}n)+(2,20\text{-}2\text{-}11,1\text{-}n)+(2,30\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}\right.$$

$$\text{List}\left\{\begin{array}{l} \text{CDE }148_{\text{SEAP}}(3,12,1\text{-}n)+\text{CDE }148_{\text{SEPP}}(3,18,1\text{-}n)+\text{CDE }148_{\text{SEIM}}(3,13,1\text{-}n)+\text{CDE }148_{\text{SEPT}}(\text{C},7,1\text{-}n)+\sum_{\substack{\text{Servi}\\ \text{deliv}}} \\ \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Spec Ed}}{\text{CDE 148}} (3,11,1\text{-}n_{(\text{NS})}) \\ \hline \dfrac{\text{CDE 2 } (\text{I7: } 2,3,1\text{-}n)}{\text{CDE 2 } (\text{I3a},1\text{-}n)+(\text{I3b},1\text{-}n)+(\text{I3c},1\text{-}n)/3} \end{array}\right.$$

B. $$\left\{\sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Form II}}{\text{CDE 148}} \left[(2,1\text{-}9,1\text{-}n)+(4,1\text{-}9,1\text{-}n)+(6,1\text{-}9,1\text{-}n)\right]\right\}$$

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$$\left.\begin{array}{l} (2,30\text{-}2\text{-}11)+(2,40\text{-}2\text{-}11)+(2,40\text{-}2\text{-}13)\Big] - \\ )+\sum_{\text{LEA's}} \text{CDE 148}_{\text{SEIM}}(3,13)+\sum_{\text{LEA's}} \text{CDE 148}_{\text{SEPT}}(C,7)+\sum_{\substack{\text{LEA's}\\(S)}} \sum_{\substack{\text{Service}\\\text{delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE 148}_{\text{Spec Ed}}(3,11)+ \\ ) \\ \hline \end{array}\right\} = A$$

$$)+(6,1\text{-}9)\Big]\Big\}$$

$$\left.\begin{array}{l})+(2,30\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}13,1\text{-}n)\Big] - \\ \text{DE 148}_{\text{EIM}}(3,13,1\text{-}n)+\text{CDE 148}_{\text{SEPT}}(C,7,1\text{-}n)+\sum_{\substack{\text{Service}\\\text{delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE 148}_{\text{Spec Ed}}(3,11,1\text{-}n_{(S)})+ \\ (NS)) \\ \hline \end{array}\right\} = B$$

$$/3$$

$$n)+(6,1\text{-}9,1\text{-}n)\Big]\Big\}$$

Management Questions	Analyses
1.143 What is the total cost of Special Education during the regular school year by handicap (a) across all LEA's (b) by each LEA?	1.143 (a) Multiply the total cost of Special Educat per student summed across LEA's by the ADCI sumed across program level & LEA's by hand (Formula follows last page of Data Items f this management question.)

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Analyses		Data Items
iply the total cost of Special Education tudent summed across LEA's by the ADCL & ADA across program level & LEA's by handicap. ula follows last page of Data Items for management question.)	1.143	CDE - 3 (3,10-2-11,1-n) (total, total current expenses except community services general fund, LEA's) (2,20-2-11,1-n) (Subtotal, total fixed charges, bond redemption fund, LEA's) (2,30-2-11,1-n) (Subtotal, total fixed charges building fund, LEA's) (2,40-2-11,1-n) (Subtotal, total fixed charges- capital reserve fund, LEA's) (2,40-2-13,1-n) (Subtotal, total replacement of equipment, capital reserve fund, LEA's) [Dollars spent]
		CDE 148 - SEAP (3,12,1-n) (Subtotal cost, total, LEA's) SEPP (3,18,1-n) (Subtotal cost, total, LEA's) SEIM (3,13,1-n) (Subtotal cost, total, LEA's) SEPT (C,7,1-n) (total, total, LEA's) Spec Ed-S (3,11,1-7,1-3,1-5, $1\text{-}n_{(S)}$) (Subtotal cost, total, handicaps, service delivery, program levels, $\text{LEA's}_{(S)}$) Spec Ed-NS (3,11,1-7,1-2,$1\text{-}n_{(NS)}$) (Subtotal cost, total, handicaps, program level, $\text{LEA's}_{(NS)}$) [Dollars spent]

Management Questions	Analyses
1.143 What is the total cost of Special Education during the regular school year by handicap (a) across all LEA's (b) by each LEA?	1.143 (b) Multiply the total cost of Special Educ student for each LEA by the ADCL & ADA f LEA summed across program level by handic (Formula follows last page of Data Items management question.)

Analyses

ltiply the total cost of Special Education per
dent for each LEA by the ADCL & ADA for each
summed across program level by handicap & list.

rmula follows last page of Data Items for this
nagement question.)

Data Items

1.143 CDE
148 - (Form II) (2,10,1-5,1-n)
(itinerant, total, program
levels, LEA's)

[ADCL]

(4,10,1-5,1-n) (resource
room, total, program
level, LEA's)

[ADCL]

(6,10,1-5,1-n) (Self-contained, total, program
level, LEA's)

[ADA]

CDE - (I7:2,3,1-n) (Aggregate
2 statistics: aggregate days
of attendance, total, LEA's)

[Number of days]

(I3a,1-n) (Number of days
actually taught - pre-kindergarten, LEA's)
(I3b,1-n) (Number of days
actually taught - kindergarten, LEA's)
(I3c,1-n) (Number of days
actually taught - grade
level 1-12, LEA's)

[Number of days]

Management Questions	Analyses
1.143 What is the total cost of Special Education during the regular school year by handicap (a) across all LEA's (b) by each LEA?	1.143 See next page

Analyses	Data Items
1.143 See next page	1.143 CDE - 148 (Form II (2,1-9,1-5,1-n) (Itinerant, handicaps, program level, LEA's) [ADCL] (4,1-9,1-5,1-n) (resource room, handicaps, program level, LEA's) [ADCL] (6,1-9,1-5,1-n) (Self-contained, handicaps, program level, LEA's) [ADA]

1.143 (a)

$$\left\{\frac{\displaystyle\sum_{\text{LEA's}} \text{CDE}^{148}_{\text{SEAP}}(3,12) + \sum_{\text{LEA's}} \text{CDE}^{148}_{\text{SEPP}}(3,18) + \sum_{\text{LEA's}} \text{CDE}^{148}_{\text{SEIM}}(3,13) + \sum_{\text{LEA's}} \text{CDE}^{148}_{\text{SEPT}}(C,7) + \sum_{\substack{\text{LEA's}\\(S)}} \sum_{\substack{\text{Service}\\\text{Delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE}^{148}_{\text{Spec Ed}}(3,11) +}{\displaystyle\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE}^{148}_{\text{Form II}}\left[(2,10)+(4,10)+(6,10)\right]}\right.$$

$$\left\{\sum_{\text{LEA's}} \text{CDE}_{3}\left[(3,10\text{-}2\text{-}11) + (2,20\text{-}2\text{-}11) + (2,30\text{-}2\text{-}11) + (2,40\text{-}2\text{-}11) + (2,\right.\right.$$

$$\left\{\frac{\displaystyle\sum_{\text{LEA's}} \text{CDE}^{148}_{\text{SEAP}}(3,12) + \sum_{\text{LEA's}} \text{CDE}^{148}_{\text{SEPP}}(3,18) + \sum_{\text{LEA's}} \text{CDE}^{148}_{\text{SEIM}}(3,13) + \sum_{\text{LEA's}} \text{CD}_{\text{SEP}} \quad \sum_{\substack{\text{LEA's}\\(NS)}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE}^{148}_{\text{Spec Ed}}(3,11)}{\displaystyle\sum_{\text{LEA's}} \frac{\text{CDE 2 } (I7:\ 2,3)}{\text{CDE 2 } (I3a)+(I3b)+(I3c)/3}}\right.$$

$$A \cdot \left\{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE}^{148}_{\text{Form II}}\left[(2,1\text{-}9)+(4,1\text{-}9)+(6,1\text{-}9)\right]\right\}$$

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$$(3,18) + \sum_{\text{LEA s}} \text{CDE 148}_{\text{SEIM}}(3,13) +$$

$$\sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Spec Ed}}(3,11) + \sum_{\substack{\text{LEA's}\\ \text{(NS)}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Spec Ed}}(3,11) \Bigg\} +$$

$$,10)+(6,10)\Big]$$

$$-11) + (2,30\text{-}2\text{-}11) + (2,40\text{-}2\text{-}11) + (2,40\text{-}2\text{-}13)\Big] -$$

$$(3,18) + \sum_{\text{LEA's}} \text{CDE 148}_{\text{SEIM}}(3,13) + \sum_{\text{LEA's}} \text{CDE 148}_{\text{SEPT}}(C,7) + \sum_{\substack{\text{LEA's}\\ \text{(S)}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Spec Ed}}(3,11) +$$

$$(3,11) \Bigg\} = /-$$

$$4,1\text{-}9)+(6,1\text{-}9)\Big]\Bigg\}$$

1.143 (b)

$$\text{List}\left\{\frac{\overset{\text{CDE 148}}{\text{SEAP}}(3,12,1-n) + \overset{\text{CDE 148}}{\text{SEPP}}(3,18,1-n) + \overset{\text{CDE 148}}{\text{SEIM}}(3,13,1-n) + \overset{\text{CDE 148}}{\text{SEPT}}(C,7,1-n) + \sum_{\substack{\text{Serv}\\\text{deli}}} \quad \sum_{\text{Handicaps}} \ \sum_{\substack{\text{Program}\\\text{level}}} \overset{\text{CDE 148}}{\text{Spec Ed}}(3,11,1-n_{(NS)})}{\sum_{\substack{\text{Program}\\\text{level}}} \overset{\text{CDE 148}}{\text{Form II}} \left[(2,10,1-n)+(4,10-1-n)+(6,10,1-n)\right]}\right. .$$

$$\left\{\begin{array}{l} \overset{\text{CDE}}{3} \left[(3,10-2-11\ ,1-n)+(2,20-2-11,1-n)+(2,30-2-11,1-n)+(2,40-2-11,1-n)+(2,40-2-13,1-n \right. \\ \text{List}\left\{\frac{\overset{\text{CDE 148}}{\text{SEAP}}(3,12,1-n) + \overset{\text{CDE 148}}{\text{SEPP}}(3,18,1-n) + \overset{\text{CDE 148}}{\text{SEIM}}(3,13,1-n) + \overset{\text{CDE 148}}{\text{SEPT}}(C,7,1-n) + \sum_{\substack{\text{Servic}\\\text{delive}}} \quad \sum_{\text{Handicaps}} \ \sum_{\substack{\text{Program}\\\text{level}}} \overset{\text{CDE 148}}{\text{Spec Ed}}(3,11,1-n_{(NS)})}{\dfrac{\text{CDE 2}\ (I7:\ 2,3,1-n)}{\text{CDE 2}\ (I3a,1-n)+(I3b,1-n)+(I3c,1-n)/3}}\right. \end{array}\right.$$

B. $$\left\{\sum_{\substack{\text{Program}\\\text{level}}} \overset{\text{CDE 148}}{\text{Form II}} \left[(2,1-9,1-n)+(4,1-9,1-n)+(6,1-9,1-n)\right]\right\}$$

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$$\left.\begin{array}{l} {}^{\text{DE 148}}_{\text{EIM}}(3,13,1-n) + {}^{\text{CDE 148}}_{\text{SEPT}}(C,7,1-n) + \sum\limits_{\substack{\text{Service}\\ \text{delivery}}} \sum\limits_{\text{Handicaps}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Spec Ed}}(3,11,1-n_{(S)})+ \\ \hline (6,10,1-n)\Big] \end{array}\right\} +$$

$$\left.\begin{array}{l} ,30-2-11,1-n)+(2,40-2-11,1-n)+(2,40-2-13,1-n)\Big] - \\ \left.\begin{array}{l} {}^{\text{DE 148}}_{\text{EIM}}(3,13,1-n) + {}^{\text{CDE 148}}_{\text{SEPT}}(C,7,1-n) + \sum\limits_{\substack{\text{Service}\\ \text{delivery}}} \sum\limits_{\text{Handicaps}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Spec Ed}}(3,11,1-n_{(S)})+ \\ \hline \end{array}\right\} \end{array}\right\} = B$$

$$)+(6,1-9,1-n)\Big]\Bigg\}$$

Management Questions	Analyses
1.144 How do the total direct costs and total costs of Special Education per handicap child in this state and those in other states compare?	1.144 Compare total direct cost and total cost per handicap student in this state to comparable costs in other states (1) Total direct cost/handicap student (this stat
	1.144(1) (a) Sum across LEA's each of the Special Education administration, pupil placement screening & evaluation, instructional materials center, sample & non-sample categorical costs & add these together; then divide this sum by ADCL's for itineran & resource rooms & ADA for self-contained classrooms in Special Education summed acros LEA's & program level.

$$\frac{\begin{array}{l}\sum\limits_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{SEAP}\end{matrix}(3,12) + \sum\limits_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{SEPP}\end{matrix}(3,18)\\ + \sum\limits_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{SEIM}\end{matrix}(3,13) \quad + \\ \sum\limits_{\text{LEA's}} \begin{matrix}\text{CDE 148}\\ \text{SEPT}\end{matrix}(C,7) + \sum\limits_{\substack{\text{LEA's}\\ (S)}} \sum\limits_{\substack{\text{Service}\\ \text{Delivery}}} \sum\limits_{\text{Handicap}} \sum\limits_{\substack{\text{Program}\\ \text{Level}}} \begin{matrix}\text{CD}\\ \text{Sp}\end{matrix}\\ \sum\limits_{\substack{\text{LEA's}\\ (NS)}} \sum\limits_{\text{Handicaps}} \sum\limits_{\substack{\text{Program}\\ \text{Level}}} \begin{matrix}\text{CDE 148}\\ \text{Spec Ed}\end{matrix}(3,11)\end{array}}{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Form II}\end{matrix}\left[(2,10)+(4,10)+(6,10)\right]}$$

Analyses

ompare total direct cost and total cost per
ndicap student in this state to comparable
osts in other states
otal direct cost/handicap student (this state)

Sum across LEA's each of the Special Education administration, pupil placement screening & evaluation, instructional materials center, sample & non-sample categorical costs & add these together; then divide this sum by ADCL's for itinerant & resource rooms & ADA for self-contained classrooms in Special Education summed across LEA's & program level.

$$^{148}\ (3,12) + \sum_{\text{LEA's}} \underset{\text{SEPP}}{\text{CDE 148}}\ (3,18)$$

$$^{148}\ (3,13)\ +$$

$$^{8}(C,7) + \sum_{\substack{\text{LEA's}\\ (S)}} \sum_{\substack{\text{Service}\\ \text{Delivery}}} \sum_{\text{Handicap}} \sum_{\substack{\text{Program}\\ \text{Level}}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,11)+$$

$$\sum_{\text{caps}} \sum_{\substack{\text{Program}\\ \text{Level}}} \underset{\text{Spec Ed}}{\text{CDE 148}}(3,11)$$

$$\text{am}\quad \underset{\text{Form II}}{\text{CDE 148}} \left[(2,10)+(4,10)+(6,10) \right]$$

Data Items

1.144 CDE
148 - SEAP (3,12,1-n) (Subtotal, cost, total, LEA's)
SEPP (3,18,1-n) (Subtotal, cost, total, LEA's)
SEIM (3,13,1-n) (Subtotal, cost, total, LEA's)
SEPT (C,7,1-n) (total, total, LEA's)
Spec Ed-S (3,11,1-7,1-3,1-5, $1\text{-n}_{(S)}$) (Subtotal, cost total, handicaps, service delivery, program levels, $\text{LEA's}_{(S)}$)
Spec Ed-NS (3,11,1-7,1-2,$1\text{-n}_{(NS)}$ (Subtotal, cost, total, handicaps, program level, $\text{LEA's}_{(NS)}$)

[Dollars spent]

CDE
148 - Form II (2,10,1-5,1-n) (itinerant, total, program level, LEA's)

CDE [ADCL]
148 - Form II (4,10,1-5,1-n) (resource rooms, total, program level, LEA's)

CDE [ADCL]
148 - Form II (6,10,1-5,1-n) (self-contained, total, program level, LEA's)

[ADA]

Management Questions	Analyses
1.144 How do the total direct costs and total costs of Special Education per handicap child in this state and those in other states compare?	1.144(1)(b) For each LEA add together the administrato ment, IMC, & sample non-sample categorical and divide by the ADCL (intinerant & resour plus ADA (self-contained) for each LEA & li

$$\text{List}\left\{\frac{\underset{\text{SEAP}}{\text{CDE 148}}(3,12,1\text{-}n) + \underset{\text{SEPP}}{\text{CDE 148}}(3,18,1\text{-}n) + \underset{\text{SEIM}}{\text{CDE 148}}(3,13,1\text{-}n) + \underset{\text{SEPT}}{\text{CDE 148}}(C,7,1\text{-}n) + \sum_{\substack{\text{Service}\\\text{Delivery}}}\sum_{\text{Handicaps}}\sum_{\substack{\text{Program}\\\text{level}}}\underset{\text{Spec Ed}}{\text{CDE 148}}(3,11,1\text{-}n \quad \sum_{\text{Handicap}}\sum_{\substack{\text{Program}\\\text{level}}}\underset{\text{Spec Ed}}{\text{CDE 148}}(3,11,1\text{-}n_{(NS)})}{\sum_{\substack{\text{Program}\\\text{level}}}\underset{\text{Form II}}{\text{CDE 148}}\Big[(2,10,1\text{-}n) + (4,10,1\text{-}n)+(}\right.$$

Analyses

each LEA add together the administrator, place-
IMC, & sample non-sample categorical cost
ivide by the ADCL (intinerant & resource)
ADA (self-contained) for each LEA & list.

$$\left. \begin{array}{l}
{}^{48}(3,12,1\text{-}n) + \underset{\text{SEPP}}{\text{CDE }148}(3,18,1\text{-}n) + \\
{}^{48}(3,13,1\text{-}n) + \underset{\text{SEPT}}{\text{CDE }148}(C,7,1\text{-}n) + \\
\underset{\substack{\text{ce}\\ \text{ery}}}{} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Spec Ed}}{\text{CDE }148}(3,11,1\text{-}n_{(S)}) + \\
\underset{\text{cap}}{} \sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Spec Ed}}{\text{CDE }148}(3,11,1\text{-}n_{(NS)}) \\
\hline
\underset{\text{am}}{} \underset{\text{Form II}}{\text{CDE }148}\left[(2,10,1\text{-}n) + (4,10,1\text{-}n) + (6,10,1\text{-}n)\right]
\end{array} \right]$$

Data Items

1.144 See 1.144 preceding page

Management Questions	Analyses
1.144 How do the total direct costs and total costs of Special Education per handicap child in this state and those in other states compare?	1.144(2) Total cost/handicap student (this state) 1.144(2)(a) Add the total direct cost of Special Ed for the regular school year per handicap summed across all LEA's the total cost of education per student summed across all L $\left[TOC/_S + TCGE/_S = TC/_S\right]$ (Formula follows last page of data item management question.)

Analyses

tal cost/handicap student (this state)

dd the total direct cost of Special Education
r the regular school year per handicapped student
med across all LEA's the total cost of general
ucation per student summed across all LEA's
$OC/_S + TCGE/_S = TC/_S$]

ormula follows last page of data item for this
nagement question.)

Data Items

1.144 CDE 148 - SEAP (3,12,1-n) (Sub-total cost, total, LEA's)
SEPP (3,18,1-n) (Sub-total cost, total, LEA's)
SEIM (3,13,1-n) (Sub-total cost, total, LEA's)
SEPT (C,7,1-n) (total, total, LEA's)
Spec Ed-S (3,11,1-7,1-3,1-5, 1-n$_{(S)}$) (Sub-total cost, total, handicaps, service delivery, program levels, LEA's$_{(S)}$)
(Spec Ed-NS (3,11,1-7,1-2, 1-n$_{(NS)}$) (Subtotal cost, total handicaps, program level, LEA's$_{(NS)}$)

[Dollars spent]

CDE 148 Form II - (2,10,1-5,1-n) (itinerant, total, program level, LEA's)

[ADCL]

(4,10,1-5,1-n) (resource room, total, program level, LEA's)

[ADCL]

(6,10,1-5,1-n) (Self-contained, total, program level, LEA s)

[ADA]

Management Questions	Analyses
1.144 How do the total direct costs and total costs of Special Education per handicap child in this state and those in other states compare?	1 144(2)(b) Add the total direct cost of Special Educatio the regular school year per handicapped by each to the total cost of general education per stud for each LEA and list. (Formula follows last page of Data Items for this management question.)

Analyses

the total direct cost of Special Education for egular school year per handicapped by each LEA e total cost of general education per student ach LEA and list.

la follows last page of Data Items for management question.)

Data Items

1.144 CDE - 2 (I7:2,3,1-n) (aggregate statistics: aggregate days of attendance, total, LEA's)

[Number of days]

(I3a,1-n) (Number of days actually taught - pre-kindergarten, LEA's)

(I3b,1-n) (Number of days actually taught - kindergarten, LEA's)

(I3c,1-n) (Number of days actually taught - grade level 1-12, LEA's)

[Number of days]

CDE - 3 (3,10-2-11,1-n) (total, total current expenses except community services, general fund, LEA's)
(2,20-2-11,1-n) (Subtotal, total fixed charges, bond redemption fund, LEA's)
(2,30-2-11,1-n) (Subtotal, total fixed charges, building fund, LEA's)
(2,40-2-11,1-n) (Subtotal, total fixed charges, capital reserve fund, LEA's)
(2,40-2-13,1-n) (Subtotal, total replacement of equipment capital reserve fund, LEA's)

[Dollars spent]

$$1.144(2)(a)\quad \left\{ \frac{\begin{array}{l}\displaystyle\sum_{\text{LEA's}} \text{CDE }148_{\text{SEAP}}(3,12) + \sum_{\text{LEA's}} \text{CDE }148_{\text{SEPP}}(3,18) + \sum_{\text{LEA's}} \text{CDE }148_{\text{SEIM}}(3,13) + \\ \displaystyle\sum_{\text{LEA's}} \text{CDE }148_{\text{SEPT}}(C,7) + \sum_{\substack{\text{LEA's}\\(S)}} \sum_{\substack{\text{Service}\\\text{Delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE }148_{\text{Spec Ed}}(3,11) + \sum_{\substack{\text{LEA's}\\(NS)}} \sum_{\text{Handica}}\end{array}}{\displaystyle\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE }148_{\text{Form II}} \left[(2,10)+(4,10)+(6,10)\right]} \right.$$

$$\left\{ \left\{ \frac{\dfrac{\displaystyle\sum_{\text{LEA's}} \text{CDE}_{3} \left[(3,10\text{-}2\text{-}11) + (2,20\text{-}2\text{-}11) + (2,30\text{-}2\text{-}11) + (2,40\text{-}2\text{-}11) + (2,40\text{-}2\text{-}13)\right]}{\begin{array}{l}\displaystyle\sum_{\text{LEA's}} \text{CDE }148_{\text{SEAP}}(3,12) + \sum_{\text{LEA's}} \text{CDE }148_{\text{SEPP}}(3,18) + \sum_{\text{LEA's}} \text{CDE }148_{\text{SEIM}}(3,13) + \sum_{\text{LEA's}} \text{CDE }148_{\text{SEPT}}(C,7) + \sum_{\substack{\text{LEA's}\\(S)}} \text{Se}\ \text{de} \\ \displaystyle\sum_{\substack{\text{LEA's}\\(NS)}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE }148_{\text{Spec Ed}}(3,11)\end{array}}}{\displaystyle\sum_{\text{LEA's}} \frac{\text{CDE 2 } (I7:\ 2,3)}{\text{CDE 2 } (I3a)+(I3b)+(I3c)/3}} \right. \right.$$

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$$+\sum_{\text{LEA's}} \underset{\text{SEIM}}{\text{CDE 148}}\ (3,13)\ +$$

$$\left.\frac{\sum_{\text{ndicaps}}\ \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Spec Ed}}(3,11) + \sum_{\substack{\text{LEA's}\\ \text{(NS)}}}\ \sum_{\text{Handicaps}}\ \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Spec Ed}}(3,11)}{6,10)\Big]}\right\}\ +$$

$$2,30\text{-}2\text{-}11) + (2,40\text{-}2\text{-}11) + (2,40\text{-}2\text{-}13)\Big]$$

$$\left.\left.\frac{\sum_{\text{LEA's}} \text{CDE 148}_{\text{SEIM}}(3,13) + \sum_{\text{LEA's}} \text{CDE 148}_{\text{SEPT}}(C,7) + \sum_{\substack{\text{LEA's}\\ \text{(S)}}}\ \sum_{\substack{\text{Service}\\ \text{delivery}}}\ \sum_{\text{Handicaps}}\ \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Spec Ed}}(3,11)+}{}\right\}\right\}$$

$$1.144(2)(b)\quad \text{List}\left\{\frac{\overset{\text{CDE 148}}{\text{SEAP}}(3,12,1\text{-}n)+\overset{\text{CDE 148}}{\text{SEPP}}(3,18,1\text{-}n)+\overset{\text{CDE 148}}{\text{SEIM}}(3,13,1\text{-}n)+\overset{\text{CDE 148}}{\text{SEPT}}(C;7,1\text{-}n)+\sum_{\substack{\text{Service}\\ \text{delivery}}}\text{Ha}\quad \sum_{\text{Handicaps}}\ \sum_{\substack{\text{Program}\\ \text{level}}}\overset{\text{CDE 148}}{\text{Spec Ed}}\left(3,11,1\text{-}n_{(NS)}\right)}{\sum_{\substack{\text{Program}\\ \text{level}}}\ \overset{\text{CDE 148}}{\text{Form II}}\left[(2,10,1\text{-}n)+(4,10,1\text{-}n)+(6,10,1\text{-}n)\right]}\right.$$

$$\left\{\begin{array}{l}\overset{\text{CDE}}{3}\left[(3,10\text{-}2\text{-}11\ ,1\text{-}n)+(2,20\text{-}2\text{-}11,1\text{-}n)+(2,30\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}13,1\text{-}n)\right.\\ \text{List}\left\{\dfrac{\overset{\text{CDE 148}}{\text{SEAP}}(3,12,1\text{-}n)+\overset{\text{CDE 148}}{\text{SEPP}}(3,18,1\text{-}n)+\overset{\text{CDE 148}}{\text{SEIM}}(3,13,1\text{-}n)+\overset{\text{CDE 148}}{\text{SEPT}}(C,7,1\text{-}n)+\sum_{\substack{\text{Service}\\ \text{delivery}}}\ \sum_{\text{Handi}}\quad \sum_{\text{Handicaps}}\ \sum_{\substack{\text{Program}\\ \text{level}}}\overset{\text{CDE 148}}{\text{Spec Ed}}\left(3,11,1\text{-}n_{(NS)}\right)}{}\right.\\ \dfrac{\text{CDE 2}\ \ (I7:\ 2,3,1\text{-}n)}{\text{CDE 2}\ \ (I3a,1\text{-}n)+(I3b,1\text{-}n)+(I3c,1\text{-}n)/3}\end{array}\right.$$

$$\left.\begin{array}{l}
,1\text{-}n)\ +{}^{\text{CDE }148}_{\text{SEIM}}(3,13,1\text{-}n)\ +{}^{\text{CDE }148}_{\text{SEPT}}(C;7,1\text{-}n)+\sum\limits_{\substack{\text{Service}\\ \text{delivery}}}\ \sum\limits_{\text{Handicaps}}\ \sum\limits_{\substack{\text{Program}\\ \text{level}}}{}^{\text{CDE }148}_{\text{Spec Ed}}(3,11,1\text{-}n_{(S)})+\\
1\text{-}n_{(NS)})\\
\hline
,10,1\text{-}n)+(6,10,1\text{-}n)\Big]
\end{array}\right\}\ +$$

$$\left.\begin{array}{l}
,1\text{-}n)+(2,30\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}11,1\text{-}n)+(2,40\text{-}2\text{-}13,1\text{-}n)\Big]\ -\\
\left.\begin{array}{l}
\text{-}n)+{}^{\text{CDE }148}_{\text{SEIM}}(3,13,1\text{-}n)+{}^{\text{CDE }148}_{\text{SEPT}}(C,7,1\text{-}n)\ +\sum\limits_{\substack{\text{Service}\\ \text{delivery}}}\ \sum\limits_{\text{Handicaps}}\ \sum\limits_{\substack{\text{Program}\\ \text{level}}}{}^{\text{CDE }148}_{\text{Spec Ed}}(3,11,1\text{-}n_{(S)})+\\
1\text{-}n_{(NS)})\\
\hline
\end{array}\right\}\\
\overline{1\text{-}n)}/3
\end{array}\right\}.$$

	Management Questions		Analyses
1.144	How do the total direct costs and total costs of Special Education per handicap child in this state and those in other states compare?	1.144(3)	Compare costs computed in 1.144(1) and 1.144(2) to costs gathered from other states

Analyses		Data Items
osts computed in 1.144(1) and to costs gathered from other	1.144	(None available) [Costs]

Management Questions		Analyses	
1.145	For each of the federal funding sources, how much has been spent by each of the account categories as given in Office of Education Handbook No. 2 and by expense classification (a) across all LEA's (b) for each LEA?	1.145 (a)	Sum the expenditures across LEA's and a project titles by expense classificatio by expenditure accounts as given in O.E Handbook 2 and by federal funding sourc $\sum_{\text{LEA's}} \sum_{\substack{\text{Project}\\ \text{titles}}} \substack{\text{CDE 148}\\ \text{Form X}}(1\text{-}3,1\text{-}12,1\text{-}n)$
		1.145 (b)	Sum the expenditures across project tit expense classification and by expenditu accounts as given in O.E. Handbook 2 and federal funding sources for each LEA $\sum_{\substack{\text{Project}\\ \text{titles}}} \substack{\text{CDE 148}\\ \text{Form X}}(1\text{-}3,1\text{-}12,1\text{-}n,1\text{-}n)$
1.146	What is the estimated expenditure by federal funding source for each type of handicap as defined in the Special Education federal revenue expenditure report (a) across all LEA's (b) for each LEA?	1.146 (a)	Sum the federal expenditures across the and across the project titles by handica condition and by funding source $\sum_{\text{LEA's}} \sum_{\substack{\text{Project}\\ \text{titles}}} \substack{\text{CDE 148}\\ \text{Form X}}(\text{NIN3}:1,1\text{-}11,1\text{-}n)$
		1.146 (b)	Sum the federal expenditures across the titles by handicap condition and by fund source for each LEA $\sum_{\substack{\text{Project}\\ \text{titles}}} \substack{\text{CDE 148}\\ \text{Form X}}(\text{NIN3}:1,1\text{-}11,1\text{-}n,1\text{-}n)$

Analyses		Data Items
) Sum the expenditures across LEA's and across project titles by expense classification and by expenditure accounts as given in O.E. Handbook 2 and by federal funding sources $\sum_{\text{LEA's}} \sum_{\text{Project titles}} \text{CDE 148 Form X}(1\text{-}3, 1\text{-}12, 1\text{-}n)$	1.145	CDE - Form X (1-3,1-12,1-n, 148 1-n,1-n) (expense classification, expenditure accounts, federal funding sources, project titles, LEA's) [Dollars spent]
) Sum the expenditures across project titles by expense classification and by expenditure accounts as given in O.E. Handbook 2 and by federal funding sources for each LEA $\sum_{\text{Project titles}} \text{CDE 148 Form X}(1\text{-}3, 1\text{-}12, 1\text{-}n, 1\text{-}n)$		
) Sum the federal expenditures across the LEA's and across the project titles by handicap condition and by funding source $\sum_{\text{LEA's}} \sum_{\text{Project titles}} \text{CDE 148 Form X}(\text{NIN3}:1, 1\text{-}11, 1\text{-}n)$	1.146	CDE - Form X (NIN3:1,1-11,1-n, 148 1-n,1-n) (expenditures, handicap condition, funding source, project titles, LEA's) [Dollars spent]
) Sum the federal expenditures across the project titles by handicap condition and by funding source for each LEA $\sum_{\text{Project titles}} \text{CDE 148 Form X}(\text{NIN3}:1, 1\text{-}11, 1\text{-}n, 1\text{-}n)$		

	Management Questions		Analyses
1.147	What proportion is local and state funding of each federal funding source?	**1.147**	Sum the local and state funding for each proje and divide by the sum of the amount approved a other federal funds for each project $\dfrac{\underset{(1-n)}{\text{For each project}}\ OE9025\ (8a\&8b)}{\underset{(1-n)}{\text{For each project}}\ OE9025\ (1E\&8c_1\&8c_2\&8c_3)}$
1.148	What percentage of the cost of federal projects are borne by the federal, state, local, other (a) across projects (b) for each project?	**1.148(a)**	Sum the amount approved and other federal fund and each of local expenditures, state expendit and other expenditures across projects and div by the sum of the amount approved and the tota the other expenditures across projects $\dfrac{\sum_{\text{Projects}} OE9025\ [(1E)+(8c_1)+(8c_2)+(8c_3)\ \ \&8a\&8b}{\sum_{\text{Projects}} OE9025\ [(1E)+(8e)]}$
		(b)	Sum the amount approved and other federal fund each of local expenditures, state expenditures other expenditures for each project and divide sum of the amount approved and the total of th expenditures for each project $\text{List}\left[\dfrac{OE9025\ [(1E\ \ +(8c_1)+(8c_2)+(8c_3)\ \ \&8a\&8}{OE9025[(1E)+(8e)]}\right.$

Analyses			Data Items
Sum the local and state funding for each project and divide by the sum of the amount approved and other federal funds for each project $\dfrac{\text{For each project }(1\text{-}n)\ \mathrm{OE9025}\ (8a\&8b)}{\text{For each project }(1\text{-}n)\ \mathrm{OE9025}\ (1E\&8c_1\&8c_2\&8c_3)}$	1.147	OE 9025	- (8a&8b) (local funding and state funding) (1E&$8c_1$&$8c_2$&$8c_3$) (amount approved and other federal funds$_1$ and other federal funds$_2$ and other federal funds$_3$) (1-n) (projects) [Dollars spent/dollars spent]
Sum the amount approved and other federal funds and each of local expenditures, state expenditures, and other expenditures across projects and divide by the sum of the amount approved and the total of the other expenditures across projects $\dfrac{\sum_{\text{Projects}} \mathrm{OE9025}\,[(1E)+(8c_1)+(8c_2)+(8c_3)\ \&8a\&8b\&8d]}{\sum_{\text{Projects}} \mathrm{OE9025}\,[(1E)+(8e)]}$	1.148	OE 9025	- (1E,1-n) (amount approved, projects) ($8c_1$,1-n) (other federal funds$_1$ projects) ($8c_2$,1-n) (other federal funds$_2$ projects) ($8c_3$,1-n) (other federal funds$_3$ projects) (8a&8b&8d,1-n) (local expenditures & state expenditures & other expenditures, projects) (1E,1-n) (amount approved, projects) (8e,1-n) (total of the other expenditures, projects) [Dollars spent]
Sum the amount approved and other federal funds and each of local expenditures, state expenditures, and other expenditures for each project and divide by the sum of the amount approved and the total of the other expenditures for each project $\text{List}\left[\dfrac{\mathrm{OE9025}\,[(1E\ \ +(8c_1)+(8c_2)+(8c_3)\ \&8a\&8b\&8d]}{\mathrm{OE9025}[(1E)+(8e)]}\right], (1\text{-}n)$			

	Management Questions		Analyses
1.149	What is the total cost per pupil across projects?	1.149	Sum the amount approved and the total of expenditures across projects and divide b total participants across projects $\dfrac{\sum\limits_{\text{Projects}} \text{OE9025 } [(1E)+(8e)]}{\sum\limits_{\text{Projects}} \text{OE9025 } (13A{:}g,12)}$
1.150	What is the total cost per pupil for each project?	1.150	Sum the amount approved and the total of expenditures for each project and divide the total participants for each project List $\dfrac{\text{OE9025 } [(1E,1\text{-}n)+(8e,1\text{-}n)]}{\text{OE9025 } (13A{:}g,12,1\text{-}n)}$
1.151	What percentage of federal expenditures were for providing instruction across projects?	1.151	Sum the total federal expenditures for in tion across projects and divide by the su the grand total expenditures across proje $\dfrac{\sum\limits_{\text{Projects}} \text{OE9025 } (12A{:}C,2)}{\sum\limits_{\text{Projects}} \text{OE9025 } (12A{:}C,19)}$

Analyses	Data Items
the amount approved and the total of other enditures across projects and divide by the al participants across projects $$\frac{\sum_{\text{jects}} \text{OE9025 } [(1E)+(8e)]}{\sum_{\text{jects}} \text{OE9025 } (13A{:}g,12)}$$	1.149 OE 9025 - (1E,1-n) (amount approved, projects (8e,1-n) (total of the other expenditures, projects) (13A:g,12,1-n) (total number of children served, handicap condition, projects) [Dollars spent/pupil]
the amount approved and the total of other enditures for each project and divide by total participants for each project t $\frac{\text{OE9025 } [(1E,1\text{-}n)+(8e,1\text{-}n)]}{\text{OE9025 } (13A{:}g,12,1\text{-}n)}$	1.150 OE 9025 - (1E,1-n) (amount approved, projects) (8e,1-n) (total of the other expenditures, projects) (13A:g,12,1-n) (total number of children served, handicap condition, projects) [Dollars spent/pupil]
n the total federal expenditures for instruc- on across projects and divide by the sum of grand total expenditures across projects $$\frac{\sum_{\text{ojects}} \text{OE9025 } (12A{:}C,2)}{\sum_{\text{ojects}} \text{OE9025 } (12A{:}C,19)}$$	1.151 OE 9025 - (12A:C,2,1-n) (total cost, instruction, projects) (12A:C,19,1-n) (total expenditures, grand total, projects) [Dollars spent]

	Management Questions	Analyses
1.152	What percentage of federal expenditures were for providing instruction for each project?	Sum the total federal expenditures for instruction for each project and divide by the sum of the grand total expenditures for each project List $\frac{\text{OE9025 (12A:C,2,1-n)}}{\text{OE9025 (12A:C,19,1-n)}}$
1.153	What was the expenditure of federal funds per pupil overall and what was the expenditure per pupil by handicap condition across projects?	Sum the federal expenditures across projec by handicap condition and total and divide by the sum of the participants across projects by handicap condition and total $\frac{\sum_{\text{Projects}} \text{OE9025 (12B:d,1-12)}}{\sum_{\text{Projects}} \text{OE9025 (13A:g,1-12)}}$
1.154	What was the expenditure of federal funds per pupil overall and what was the expenditure per pupil by handicap condition for each project?	Sum the federal expenditures for each proj by handicap condition and total and divide the sum of the participants for each projec by handicap condition and total $\frac{\text{OE9025 (12B:d,1-12)}}{\text{OE9025 (13A:g,1-12)}}$

Analyses			Data Items
tal federal expenditures for n for each project and divide by the grand total expenditures roject A:C,2,1-n) A:C,19,1-n)	1.152	CE 9025	- (12A:c,2,1-n) (total cost, instruction, projects) (12A:C.19,1-n) (total expenditures, grand total, projects) [Dollars spent]
deral expenditures across projects p condition and total and divide of the participants across pro- ndicap condition and total 9025 (12B:d,1-12) E9025 (13A:g,1-12)	1.153	OE 9025	- (12B:d,1-12,1-n) (amounts, handicap condition and total, projects) (13A:g,1-12,1-n) (total children, handicap condition and total, projects) [Dollars spent/pupil]
ederal expenditures for each project ap condition and total and divide by the participants for each project ap condition and total 12B:d,1-12) 13A:g,1-12)	1.154	OE 9025	- (12B:d,1-12,1-n) (amounts, handicap condition and total, projects) (13A:g,1-12,1-n) (total children, handicap condition and total, projects) [Dollars spent/pupil]

	Management Questions		Analyses
1.155	What is the level of funding from each of the federal, state and local sources during the fiscal year being reported (FYO) for Special Education (a) across all LEA's (b) for each LEA?	1.155 (a)	Sum the amount of funding for the fiscal yea reported(FYO) across LEA's by the various sou of funding $\sum_{\text{LEA's}}$ CDE 148 Form V (1,1-16)&(2,17&18&23)&(3,19-23)
		1.155 (b)	List the amount of funding for FYO by the var sources of funding for each LEA CDE 148 Form V (1,1-16,1-n)&(2,17&18&23,1-n)&(3,19-2
1.156	What is the level of funding for summer programs from each of the following sources: (federal, state, local, total (a) across all LEA's (b) for each LEA?	1.156 (a)	Sum the amount of funding across LEA's by the several sources (federal, state, local, total $\sum_{\text{LEA's}}$ CDE 148 Form III (NIN1)&(NIN2)&(NIN3)&(NIN4)
		1.156 (b)	List the amount of funding by the several sou (federal, state, local, total) for each LEA CDE 148 Form III (NIN1,1-n)&(NIN2,1-n)&(NIN3,1-n)&(NI
1.157	What is the level of funding for personnel salaries from each of the federal sources, other sources, state, local sources (a) across all LEA's (b) for each LEA?	1.157 (a)	Sum the amount of funding across LEA's and ac teachers by the source of funding $\sum_{\text{LEA's}}$ CDE148 Form IV [(1,1-17)+(2,1-17)+(n,1-17)]
		1.157 (b)	Sum the amount of funding across teachers by t source of funding for each LEA CDE 148 Form IV [(1,1-17,1-n)+(2,1-17,1-n)+(n,1-17,1-n

Analyses		Data Items
e amount of funding for the fiscal year being ed(FYO) across LEA's by the various sources ding DE 148 Form V (1,1-16)&(2,17&18&23)&(3,19-23) he amount of funding for FYO by the various s of funding for each LEA 8 (1,1-16,1-n)&(2,17&18&23,1-n)&(3,19-23,1-n)	1.155	CDE - Form V (1,1-16,1-n) (federal 148 funding FY72, specific source, LEA's) (2,17&18&23,1-n) (state funding FY72, specific source, LEA's) (3,19-23,1-n) (local funding FY72, estimates actual receipts and transfers, LEA's) [Dollars spent]
e amount of funding across LEA's by the l sources (federal, state, local, total) DE 148 Form III (NIN1)&(NIN2)&(NIN3)&(NIN4) the amount of funding by the several sources al, state, local, total) for each LEA 8 III (NIN1,1-n)&(NIN2,1-n)&(NIN3,1-n)&(NIN4,1-n)	1.156	CDE - Form III (NIN1,1-n) 148 (federal, LEA's) (NIN2,1-n) (state, LEA's) (NIN3,1-n) (local, LEA's) (NIN4,1-n) (total, LEA's) [Dollars spent]
he amount of funding across LEA's and across ers by the source of funding CDE148 Form IV [(1,1-17)+(2,1-17)+(n,1-17)] he amount of funding across teachers by the e of funding for each LEA 48 IV [(1,1-17,1-n)+(2,1-17,1-n)+(n,1-17,1-n)]	1.157	CDE - Form IV (1,1-17,1-n) 148 (first teacher's salary, source of funding, LEA's) (2,1-17,1-n) (second teacher's salary, source of funding, LEA's) (n,1-17,1-n) (nth teacher's salary, source of funding, LEA's) [Dollars spent]

Management Questions	Analyses
1.158 What is the estimate of the level of funding from each of the federal, state and local sources for the two years following the year being reported FY1/FY2 (a) across all LEA's (b) for each LEA?	**1.158** (a) Sum the amount of funding for each following the year being reported (the LEA's by the various sources of $\sum_{LEA's}$ CDE 148 Form V [(4,1-16)&(5,17&18&23)&((7,1-16)&(8,17&18&23)&(**1.158** (b) List the amount of funding for each fiscal years by the various sources each LEA **List** CDE 148 Form V [(4,1-16) &(5,17&18&23)&((7,1-16)&(8,17&18&23)&(9,1

Analyses

m the amount of funding for each of the two years
llowing the year being reported (FY1/FY2) across
e LEA's by the various sources of funding

$$\sum_{\text{'s}} \text{CDE 148 Form V} \begin{bmatrix} (4,1\text{-}16)\&(5,17\&18\&23)\&(6,19\text{-}23) & \& \\ (7,1\text{-}16)\&(8,17\&18\&23)\&(9,19\text{-}23) & \end{bmatrix}$$

ist the amount of funding for each of the next two
iscal years by the various sources of funding for
ach LEA

DE 148
orm V $\begin{bmatrix} (4,1\text{-}16) & \&(5,17\&18\&23)\&(6,19\text{-}23) & \& \\ (7,1\text{-}16)\&(8,17\&18\&23)\&(9,19\text{-}23) & & \end{bmatrix},(1\text{-}n)$

Data Items

1.158 CDE - Form V (4,1-16,1-n) (federal
148 funding FY73, specific
source, LEA's)
(5,17&18&23,1-n) (state
funding FY73, specific
source, LEA's)
(6,19-23,1-n) (local fund-
ing FY73, estimates actual
receipts and transfers, LEA's)
(7,1-16,1-n) (federal fund-
ing FY74, specific source,
LEA's)
(8,17&18&23,1-n) (state
funding FY74, specific
source, LEA's)
(9,19-23,1-n) (local fund-
ing FY74, estimates actual
receipts and transfers,
LEA's)

[Dollars spent]

	Management Questions		Analyses
1.159	What are the objectives of special education programs?	1.159(1)	Survey and list objectives across and by each LEA special education program
		1.159(2)	Categorize the objectives according to areas such as affective, behavioral, academic, social skills, and list

Analyses		Data Items
y and list objectives across and by each pecial education program	1.159	(None available)
orize the objectives according to areas as affective, behavioral, academic, social ls, and list		[Objectives]

Management Questions	Analyses
1.162 What is the average per pupil teacher contact hours per week by service delivery (a) across all LEA's (b) for each LEA?	1.162 (a) Continued $\dfrac{\sum_{LEA's} \text{CDE 148 Form IX} \left[\begin{array}{l}(1-3,1)+(1-3,2)+(1-3,3)+(1-3,4)\\(1-3,5)+(1-3,6)+(1-3,7)+(1-3,8)\end{array}\right.}{f_{LEA's} \text{CDE 148 Form IX} \left[\begin{array}{l}(1-3,1)+(1-3,2)+(1-3,3)+(1-3,4)\\(1-3,5)+(1-3,6)+(1-3,7)+(1-3,8)\end{array}\right.}$ (b) Sum the average per pupil teacher contac per week across handicap condition by se delivery for each LEA and divide by the of non-zero entries $\dfrac{\text{CDE 148 Form IX} \left[\begin{array}{l}(1-3,1,1-n)+(1-3,2,1-n)+(1-3,3,\\(1-3,4,1-n)+(1-3,5,1-n)+(1-3,6,\\(1-3,7,1-n)+(1-3,8,1-n)+(1-3,9,\end{array}\right.}{f \ \text{CDE 148 Form IX} \left[\begin{array}{l}(1-3,1,1-n)+(1-3,2,1-n)+(1-3,3,\\(1-3,4,1-n)+(1-3,5,1-n)+(1-3,6,\\(1-3,7,1-n)+(1-3,8,1-n)+(1-3,9,\end{array}\right.}$
1.163 What is the average per pupil/ teacher contact hours per week by service delivery and by handicap ( ) across all LEA's (c) for each LEA?	1.163 (a) Sum the average per pupil/teacher contac per week across LEA's by service deliver by handicap condition and divide by the of non-zero or non-blank entries $\dfrac{\sum_{LEA's} \text{CDE 148 Form IX} (1-3,1-9)}{f_{LEA's} \text{CDE 148 Form IX} (1-3,1-9)}$

Analyses

$$\frac{\left.\begin{matrix}-3,1)+(1-3,2)+(1-3,3)+(1-3,4)+\\-3,5)+(1-3,6)+(1-3,7)+(1-3,8)+(1-3,9)\end{matrix}\right]}{\left.\begin{matrix}-3,1)+(1-3,2)+(1-3,3)+(1-3,4)+\\-3,5)+(1-3,6)+(1-3,7)+(1-3,8)+(1-3,9)\end{matrix}\right]}$$

rage per pupil teacher contact hours
ross handicap condition by service
r each LEA and divide by the number
entries

$$\frac{\left.\begin{matrix}-3,1,1-n)+(1-3,2,1-n)+(1-3,3,1-n)+\\-3,4,1-n)+(1-3,5,1-n)+(1-3,6,1-n)+\\-3,7,1-n)+(1-3,8,1-n)+(1-3,9,1-n)\end{matrix}\right]}{\left.\begin{matrix}-3,1,1-n)+(1-3,2,1-n)+(1-3,3,1-n)+\\-3,4,1-n)+(1-3,5,1-n)+(1-3,6,1-n)+\\-3,7,1-n)+(1-3,8,1-n)+(1-3,9,1-n)\end{matrix}\right]}$$

rage per pupil teacher contact hours
ross LEA's by service delivery and
condition and divide by the number
or non-blank entries

$$\frac{\sum_{\text{'s}} \text{CDE 148}_{\text{Form IX}}(1-3,1-9)}{{}_{\text{'s}}\ \text{CDE 148}_{\text{Form IX}}(1-3,1-9)}$$

Data Items

1.162 CDE - Continued
148 (1-3,7,1-n) (service delivery, SH, LEA's)
(1-3,8,1-n) (service delivery, VH, LEA's)
(1-3,9,1-n) (service delivery, MES, LEA's)

[Number of hours]

1.163 CDE - Form IX (1-3,1-9,1-n)
148 (service delivery, handicap condition, LEA's)

[Number of hours]

	Management Questions		Analyses
1.163	What is the average per pupil/teacher contact hours per week by service delivery and by handicap (a) across all LEA's (b) for each LEA?	1.163	(b) Take the average per pupil/teacher contac per week by service delivery and by handi tion for each LEA and divide by the numbe zero or non-blank entries $$\frac{\text{CDE 148}_{\text{Form IX}}(1-3,1-9,1-n)}{f\ \text{CDE 148}_{\text{Form IX}}(1-3,1-9,1-n)}$$
1.164	What other programs in Special Education are on-going in the LEA's public schools which are not reported for reimbursement purposes?	1.164	Survey LEA's to determine personnel which performing Special Education activities w are not reported for reimbursement purpos reviewing personnel forms for position, tion and scope of teaching activities Review (12(a-c)) (13(b,c)) (14(a-c))

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Analyses

the average per pupil/teacher contact hours
eek by service delivery and by handicap condi-
for each LEA and divide by the number of non-
or non-blank entries

$$\frac{\text{CDE 148 Form IX}(1\text{-}3,1\text{-}9,1\text{-}n)}{f\ \text{CDE 148 Form IX}(1\text{-}3,1\text{-}9,1\text{-}n)}$$

y LEA's to determine personnel which are
ming Special Education activities which
nt reported for reimbursement purposes by
ing personnel forms for position, func-
and scope of teaching activities

Review (12(a-c))
(13(b,c))
(14(a-c))

Data Items

1.163 See 1.163 preceding page

1.164 CP - (12(a-c)) (Position)
1 (13(b,c)) (Function)
(14(a,c)) (Scope)

[Activities]

SECTION 2. PROGRAM APPROVAL

RELATED SDAP AND NESDEC POLICY QUESTIONS*

2. Program Approval

   1. What is the nature and status of proposals?
   2. Does each proposal comply with the guidelines, etc., and the State plan?
   3. Does the proposal meet or relate to the assessed need of the LEA?
   4. Which proposals require modification prior to final decision for that funding?
   5. Based on Program goals and the available funds, which of the submitted proposals are to be funded?
   6. Do LEA's have sufficient information about the program, its goals, objectives and supportable project types, etc.?
   7. How many and what percent of all LEA's have submitted adequate proposals?
   8. In each LEA and over the entire State, are the programs properly staffed?
   9. What new services are being offered by the program?

3. Does the proposal meet or relate to the assessed need of the LEA?

4. Which proposals require modification prior to final decision for that funding?

5. Based on Program goals and the available funds, which of the submitted proposals are to be funded?

6. Do LEA's have sufficient information about the program, its goals, objectives and supportable project types, etc.?

7. How many and what percent of all LEA's have submitted adequate proposals?

8. In each LEA and over the entire State, are the programs properly staffed?

9. What new services are being offered by the program?

* Asterisk denotes NESDEC Policy Questions

	Management Questions		Analyses
2.1	How many (1) Special Education personnel are there by type of personnel and (2) how many LEA's have each type of personnel?	2.1	(1) Sum the number of personnel across LEA's $\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.16}}(\text{NIN4:1,1-16})$
		2.1	(2) Count the number of LEA's which had each position (non-zero and non-blank entrie ${}^{\text{CDE4}}_{\text{Pg.16}}\, f(\text{NIN4:1,1-16,1-n})$
2.2	How many teachers and pupils are there and in how many districts and/or BOCS by handicap condition?	2.2	(1) Sum the number of teachers across LEA's condition $\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.16}}(\text{NIN1:1,4-13})$
		2.2	(2) Sum the number of pupils across LEA's by condition $\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.16}}(\text{NIN1:2,4-9\&11})$
		2.2	(3) Count the number of LEA's with programs condition ${}^{\text{CDE4}}_{\text{Pg.16}}\, f\ \text{non-zero or non-blank entry}\ (\text{NIN1:1,4-13})$
2.3	Are the districts meeting the teacher load requirement presently listed in "Administrative Procedures for Special Education 1970"?	2.2	For each LEA and for each teacher check for requirement ${}^{\text{CDE4}}_{\text{Pg.18}}(6,1\text{-}n,1\text{-}6,1\text{-}n)=X$ X = Teacher load For AH, is $X > 10$* For EMH, is $X > 15$* For EH, is $X > 15$* For PH, is $X > 20$* For SH, is $X > 90$* For VH, is $X > 20$*

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Analyses	Data Items
he number of personnel across LEA's by position 6 (NIN4:1,1-16)	2.1 CDE 4 - (1) Pg. 16 (NIN4:1,1-16) (number of personnel, position) [number of personnel]
the number of LEA's which had each type of tion (non-zero and non-blank entries) DE4 g.16 f (NIN4:1,1-16,1-n)	CDE 4 - (2) Pg. 16 (NIN4:1,1-16,1-n) (number of personnel. position. LEA's) [number of personnel]
he number of teachers across LEA's by handicap ition 16 (NIN1:1,4-13)	2.2 CDE 4 - (1) Pg. 16 (NIN1:1,4-13) (number of personnel, handicap condition) [number of teachers]
he number of pupils across LEA's by handicap ition 16 (NIN1:2,4-9&11)	CDE 4 - (2) Pg. 16 (NIN1:2,4-9&11) (pupils served, handicap condition) [number of students]
the number of LEA's with programs by handicap ition 4 16 f non-zero or non-blank entry (NIN1:1,4-13)	CDE 4 - (3) Pg. 16 (NIN1:1,4-13) (number of personnel, handicap condition) [number of LEA's]
LEA and for each teacher check for teacher load ment ,1-n,1-6,1-n)=X X = Teacher load For AH, is X > 10* For EMH, is X > 15* For EH, is X > 15* For PH, is X > 20* For SH, is X > 90* For VH, is X > 20*	2.3 CDE 4 - Pg. 18 (6,1-n,1-6,1-n) (number of pupils, name of teacher, handicap condition, LEA's) [number of pupils]

2.4 What are the average salaries of Special Education personnel by position?

2.4 Sum the salaries of personnel by position and divide the number of personnel in each position.

(1) Directors

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.17}}[(4,1)+(4,2)]}{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.17}}(n_d)}$$

(2) Assistant Directors

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.17}}[(4,3)+(4,4)+(}{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.17}}(n_{ad})}$$

(3) Supervisors

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.17}}[(4,6)+(4,7)+(4,n)]}{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.17}}(n_s)}$$

(4) Teachers

$$\frac{\sum_{\text{LEA's}} \sum_{\substack{\text{Handicap}\\ \text{Condition}}} {}^{\text{CDE4}}_{\text{Pg.1}}}{\sum_{\text{LEA's}} \sum_{\substack{\text{Handicap}\\ \text{Condition}}} {}^{\text{CDE4}}_{\text{Pg.1}}}$$

(5) Specialty Teachers

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.19}}[(5,1)+(5,2)+(5,n)]}{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.19}}(n_{st})}$$

(6) Work-experience

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.20}}[(6,1)+(}{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.20}}(n_{WES})}$$

(7) Home Instruction - EH

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.21}}[(5,1)+(5,2)+(5,n)]}{\sum {}^{\text{CDE4}}_{\text{Pg.21}}(n_{HI-EH})}$$

es of personnel by position and divide by
personnel in each position.

$,1)+(4,2)]$

$)$

$,6)+(4,7)+(4,n)]$

$)$

Teachers

$5,1)+(5,2)+(5,n)]$

$st)$

uction - EH

$5,1)+(5,2)+(5,n)]$

$I-EH)$

(2) Assistant Directors

$$\frac{\sum\limits_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.17}}[(4,3)+(4,4)+(4,5)]}{\sum\limits_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.17}}(n_{ad})}$$

(4) Teachers

$$\frac{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Handicap}\\ \text{Condition}}} {}^{\text{CDE4}}_{\text{Pg.18}}[(7,1)+(7,2)+(7,n)]}{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Handicap}\\ \text{Condition}}} {}^{\text{CDE4}}_{\text{Pg.18}}(n_t)}$$

(6) Work-experience Study Teachers

$$\frac{\sum\limits_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.20}}[(6,1)+(6,2)+(6,n)]}{\sum\limits_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.20}}(n_{WES})}$$

2.4 CDE 4 – (1) Pg. 17 (4,1)(salary, director $_1$) (4,2) (salary, director $_2$)(n_d) (number of directors)

(2) (4,3) (salary, assistant director $_1$) (4,4) (salary, assistant director $_2$) (4,5) (salary, assistant director $_3$) (n_{ad}) (number of assistant directors)

(3) (4,6) (salary, supervisor $_1$) (4,7) (salary, supervisor $_2$) (4,n) (salary, supervisor $_n$) (ns) (number of supervisors)

(4) Pg. 18 (7,1) (salary, teacher $_1$) (7,2) (salary, teacher $_2$) (7,n) (salary, teacher $_n$)(1-6) (n_t) (number of teachers)

(5) Pg. 19 (5,1) (salary, specialty teacher $_1$) (5,2) (salary, specialty teacher $_2$) (5,n) (salary, specialty teacher $_n$) (n_{st}) (number of specialty teachers)

(6) Pg. 20 6,1) (salary, WES teacher $_1$) (6,2) (salary, WES teacher $_2$) (6,n) (salary, WES teacher $_n$) (n_{WES}) (number of WES teachers)

(7) Pg. 21 (5,1) (salary, Home Instruction - Ed. handicapped teacher $_1$) (5,2) (salary, Home Instruction-Ed. Handicapped teacher $_2$) (5,n) (salary, Home Instruction-Ed. Handicapped teacher $_n$) (n_{HI-EH}) (number of Home Instruction - Ed. Handicapped teachers)

Management Questions	Analyses
2.4 What are the average salaries of Special Education personnel by position?	2.4 (8) Home/Hospital Instruction - PH $\dfrac{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.22}}[(5,1)+(5,2)+(5,n)]}{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.22}}(n_{HI-PH})}$ (9) Psychologists on LEA Staff $\dfrac{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.23A}}[(4,1)+(4,2)+(4,n)]}{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.23A}}(n_{p})}$ (10) Social Workers $\dfrac{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.24}}[(4,1)+(4,2)+(4,n)]}{\sum_{\text{LEA's}} {}^{\text{CDE4}}_{\text{Pg.24}}(n_{sw})}$

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Analyses

ital Instruction - PH

(5,1)+(5,2)+(5,n)]

$_{HI\text{-}PH})$

ists on LEA Staff

[(4,1)+(4,2)+(4,n)]

(n_p)

rkers

(4,1)+(4,2)+(4,n)]

$_{sw})$

Data Items

2.4 CDE 4 - (Cont.)

(8) Pg.22 (5,1) (salary, Home Instruction - Physically Handicapped teacher$_1$)
(5,2) (salary, Home Instruction Physically Handicapped teacher
(5,n) (salary, Home Instruction Physically Handicapped teacher
$(n_{HI\text{-}PH})$ (number of Home Instruction - Physically Handicapped teachers)

(9) Pg.23A (4,1) (salary, psychologist on LEA staff $_1$)
(4,2) (salary, psychologist on LEA staff $_2$)
(4,n) (salary, psychologist on LEA staff n)
(n_p) (number of psychologists on LEA staff)

(10) Pg. 24 (4,1) (salary, social worker $_1$)
(4,2) (salary, social worker $_2$)
(4,n) (salary, social worker $_n$)
(n_{SW}) (number of social workers

[Dollars/number of persons]

Management Questions	Analyses
2.5 What is the average hourly salary of Home/Hospital instructors?	2.5 Sum the hourly salary of Home/Hospital teachers EH an across LEA's and divide by the number of Home/Hospit teachers EH and PH summed across LEA's. $\frac{\sum_{\text{LEA's}} \left\{ \overset{\text{CDE4}}{\text{Pg.21}}[(4,1)+(4,2)+(4,n)] + \overset{\text{CDE4}}{\text{Pg.22}}[(4,1)+(4,2)+(4,n)] \right\}}{\sum_{\text{LEA's}} \left[\overset{\text{CDE4}}{\text{Pg.21}}(n_{\text{HI-EH}}) + \text{Pg.22}(n_{\text{HI-PH}}) \right]}$
2.6 What is the direct cost of transportation for Special Education children?	2.6 Sum the estimated cost of transportation used exclusi for handicapped pupils across LEA's. $\sum_{\text{LEA's}} (\text{Pg. 26 (3b)}$
2.7 How does the number of non-residents being served compare with the number of filings for foster home maintenance?	2.7 For each LEA count the number of filings for Foster H Maintenance with the LEA named as the LEA of attenda (Pg. 27. NIN3 and NIN4). Compare this data (no. of filings with the no. of no reported for that LEA (Pg. 28) (NIN7:7,1 list)

ses			Data Items
of Home/Hospital teachers EH and PH ide by the number of Home/Hospital ummed across LEA's. $,n)] + {}^{CDE4}_{Pg.22}[(4,1)+(4,2)+(4,n)]\}$ $^{n}{}_{HI-PH})]$	2.5	CDE 4	- Pg. 21 (4,1) (hourly salary, HI-EH teacher $_1$) (4,2) (hourly salary, HI-EH teacher $_2$) (4,n) (hourly salary, HI-EH teacher $_n$) Pg. 22 (4,1) (hourly salary, HI-PH teacher $_1$) (4,2)(hourly salary, HI-PH teacher $_2$) (4,n)(hourly salary, HI-PH teacher $_n$) (n_{HI-EH})(number of home instruction-EH teachers) (n_{HI-PH}) (number of HI-PH teachers) [Dollars/number of personnel]
t of transportation used exclusively ils across LEA's.	2.6	CDE 4	- (Pg. 26.3b) (estimated cost or transportation used exclusively for handicapped pupils) [Dollars spent]
he number of filings for Foster Home LEA named as the LEA of attendance IN4). no. of filings with the no. of non residents EA (Pg. 28) (NIN7:7,1 list)	2.7	CDE 4	- Pg. 27 (NIN3) (LEA of attendanc Pg. 27 (NIN4) (county of attendance) Pg. 28 (NIN7:7,1 list)(LEA number of non-resident, pupil) [LEA attendance] [County of attendance] [LEA non-resident code]

Management Questions	Analyses
2.8 Have all LEA's made application for approval?	2.8 Check number of applications against number of LEA's
2.9 Are the applications complete?	2.9 Check applications for completeness
2.10 Are there any new programs?	2.10 Check for new programs
2.11 Has there been any reorganization in existing programs?	2.11 Check for reorganization in existing progr
2.12 Which teachers and endorsements are new to a program?	2.12 (1) Check with last years OSE 4 or Certifi tion file (2) Compile list of new teachers and endor (3) Check with CS file if kept; then check Certification office for certification endorsement (4) Compile list of teachers needing certi tion and/or endorsement confirmation
2.13 Which of the new teachers which have applied for letters of approval are qualified?	2.13 Check that the applicant has a valid Bachelo teacher certification and ascertain that t applicant is enrolled or preparing to enro in an appropriate training program
2.14 Which of the old teachers are on letters of approval and therefore have to present evidence of hours completed?	2.14 Compile list of teachers on letters of app
2.15 Which teachers are to receive continuation of letters of approval?	2.15 Check transcripts for completion of 9 hour

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nalyses		Data Items
applications against number	2.8	CDE 4
ons for completeness	2.9	CDE - All items 4
rograms	2.10	CDE 4
nization in existing programs	2.11	CDE 4
last years CDE 4 or Certifica- of new teachers and endorsements PS file if kept; then check with ion office for certification and t of teachers needing certifica- endorsement confirmation	2.12	CDE - (Teacher lists) 4 Certification file
pplicant has a valid Colorado cation and ascertain that the nrolled or preparing to enroll ro training program	2.13	CDE - (Teacher lists) 4
teachers on letters of approval	2.14	CDE 4

……

pts for completion of 9 hours	2.15	CDE - (Transcripts) 4

Management Questions	Analyses
2.16 If a teacher applies for endorsement and submits a transcript from and out-of-state-school in support of his application, will a Special Education Consultant approve this teacher for endorsement?	2.16 Consultant checks transcript and course descri tions for comparability with Colorado standard when a problem arises
2.17 Should this proposal for a WES program be approved?	2.17 Evaluate the proposal in terms of criteria established

Analyses		Data Items
nt checks transcript and course descrip- r comparability with Colorado standards roblem arises	2.16	CDE - (Transcripts) 4
the proposal in terms of criteria shed	2.17	- Work Experience and Study Proposal

SECTION 3. PROGRAM REIMBURSEMENT

RELATED SDAP AND NESDEC POLICY QUESTIONS*

3. Program Reimbursement

   1. What are the projects/program costs?
   2. What are the costs per pupil for each projects/program?
   3. What are the costs of the program by types of service?
   4. What are the per pupil costs of the program by types of service?

2. What are the costs per pupil for each projects/program?
3. What are the costs of the program by types of service?
4. What are the per pupil costs of the program by types of service?

* Asterisk denotes NESDEC Policy Questions

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Management Questions	Analyses
3.1 What is the reimbursement due each district to defray the cost of report preparation required by **House Bill 1060?**	3.1 Multiply \$.20 by each child in ADA plus ADCL for $\$.20 \bullet \sum_{\text{Program Level}} {}^{\text{CDE 148}}_{\text{Form II}}[(2,10,1-n)+(4,10,1-n)+(6,1$
3.2 For each LEA does reimbursement exceed 100% of the attributable student costs when such reimbursements are combined with all applicable state, private and federal resources?	3.2 Sum the revenues from all sources and divide by t program cost then multiply by 100%. Determine i reimbursement from all sources exceeds 100% of a tributable student costs. $X = \frac{{}^{\text{CDE 148}}_{\text{Form V}}(4,23,1-n)+(5,23,1-n)+(6,23,1-n)}{{}^{\text{CDE 63}}_{\text{Pg.1}}(3,20,1-n)} \bullet$ $X > 100\% = \text{yes}$ $X \leq 100\% = \text{no}$
3.3 For each district is the local school district contribution per pupil under the provision of the Handicapped Children's Education Act, as amended, less than the amount raised per pupil in average daily attendance entitlement in the district by levy for the school districts general fund?	3.3 Divide the total revenue local sources by the ADA amount raised per pupil for general fund. Compar the local special education contribution per pupi from dividing the local estimated expenditures by summed itinerant ADCL, resource ADCL and self con If A is greater than B then yes. $a = \frac{{}^{\text{CDE 18}}_{\text{Pg.16}}(3,7)}{{}^{\text{CDE 2}}_{\text{Item 6}}(2,24)}$ $b = \frac{{}^{\text{CDE 148}}_{\text{Form V}}(3,23)}{\sum_{\text{Program Level}} {}^{\text{CDE 148}}_{\text{Form II}}[(2,10)+(4,}$ If $a > b = \text{yes}$ $a < b = \text{no}$

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Analyses		Data Items
0 by each child in ADA plus ADCL for each LEA $\text{CDE 148}_{\text{Form II}}[(2,10,1\text{-}n)+(4,10,1\text{-}n)+(6,10,1\text{-}n)]$ ram el	3.1	CDE - 148 \$.20--rate of reimbursement for report writing Form II (2,10,1-5,1-n) (itinerant ADCL, total, all program levels, all LEA's) (4,10,1-5,1-n) (resource ADCL, total, all program levels, all LEA's) (6,10,1-5,1-n) (self contained ADA, total, all program levels, all LEA's) $\frac{\text{[Dollars]}}{\text{[Number of children]}}$
enues from all sources and divide by total st then multiply by 100%. Determine if ent from all sources exceeds 100% of at- student costs. $\dfrac{{}^{8}(4,23,1\text{-}n)+(5,23,1\text{-}n)+(6,23,1\text{-}n)}{8\ (3,20,1\text{-}n)} \bullet 100\%$ $> 100\% =$ yes $\leq 100\% =$ no	3.2	CDE 148 - Form V (4,23,1-n) (FY73 federal, total, LEA's) (5,23,1-n) (FY73 state, total, LEA's) (6,23,1-n) (FY73 local, total, LEA's) 63 - Pg. 1 (3,20,1-n) (total of salary or cost, total, LEA's) [Dollars Revenue]
otal revenue local sources by the ADA to get sed per pupil for general fund. Compare to pecial education contribution per pupil resulting ing the local estimated expenditures by the nerant ADCL, resource ADCL and self contained ADA. eater than B then yes. $\dfrac{{}^{8}(3,7)}{{}_{6}(2,24)}$ $\quad b = \dfrac{\text{CDE 148}_{\text{Form V}}(3,23)}{\sum_{\substack{\text{Program}\\ \text{Level}}} \text{CDE 148}_{\text{Form II}}[(2,10)+(4,10)+(6,10)]}$ es.	3,3	CDE 18 - Pg. 16 (3,7) (new budget, total revenue local sources) CDE 2 - Item 6 (2,24) (aggregate days of attendance, total) CDE 148 - Form V (3,23) (FY72 expenditures local, total) Form II (2,10,1-5) (itenerant ADCL, total, program levels) Form II (4,10,1-5) (resource ADCL, total, program levels) Form II (6,10,1-5) (self contained ADA, total, program levels) [Dollars revenue]

Management Questions	Analyses
3.4 What is the reimbursement claim for each LEA for FYC (the year of reporting or the school year just completed)?	3.4(a) Sum the cost of salaries for Special Education for each LEA and multiply by .80 CDE 33 Pg. 1A Pg. 1A $\left\{\left[(NIN4:3,1,6,1-n)+\ .\ .\ .(NIN4:3,17,6,1-n)\right]\cdot(.80)\right\}$ 3.4(b) Multiply the cost of transportation for handica children for each LEA, by .50 CDE 33 Pg. 1A $\left[(NIN4:3,19,6,1-n)\cdot(.50)\right]$ = B = total claim transportati 3.4(c) Multiply k by the number of pupils in foster ho maintenance for each LEA CDE 33 Pg. 1A $\left\{(NIN4:3,19,6,1-n)-\left[(k)\cdot(NIN5:2,19,6,1-n)\right]\right\}=$ C If C $\geq$ 0, enter $\left[(k)\cdot(NIN5:3,19,6,1-n)\right]$ for C If C $<$ 0, enter $(NIN4:3,19,6,1-n)$ for C

Analyses	Data Items
es of salaries for Special Education personnel A and multiply by .50 ,1-n)]. . . .(NIN4:3,17,4,1-n)]·(.30)} = A = total claim for salaries	3.4(a) CDE - (Pg. 1 and Pg. 1A (NIN4:2, 63 1,[illegible],1-n) (total salary or cost, director, FTE, LEA's) (NIN4:3,17,4,1-n) (total salary or cost, psychiatric evaluation and consultation, FTE, LEA's) .[illegible] (see Administrative Procedures for Special Education Programs, Pages 39 and 40 [Dollars spent]
he cost of transportation for handicapped for each LEA, by .50 3,19,[illegible],1-n)· (.50)] = B = total claim for transportation	3.4(b) CDE - Pg. 1A (NIN4:3,19,[illegible],1-n) 63 (total salary or cost, transportation, FTE, LEA's) .30 (see Administrative Procedures for Special Education Programs, (Pg. [illegible]) [Dollars spent]
by the number of pupils in foster home es for each LEA [illegible],1-n) — [(k)·(NIN5:2,19,6,1-n)]} = C = total cost of foster home maintenance enter [(k)·(NIN5:2,19,6,1-n)] for C enter (NIN4:3,19,6,1-n) for C	3.4(c) CDE - Pg. 1A (NIN4:3,19,6,1-n) 63 (total salary or cost, total, FTE, LEA's) (NIN5:2,19,6,1-n) (number of pupils, foster home placements, FTE, LEA's) k = the average cost of family home care as computed by the Department of Social Services for the area of the state in which the foster home is located (H.B. 1070) [Dollars spent]

Management Questions	Analyses
3.4 What is the reimbursement claim for each LEA for FYO?	3.4(d) Sum the total claim for salaries, the total for transportation and the total claim for home maintenance for each LEA $[(A)+(B)+(C)] = D$ = total claims
3.5 What is the reimbursement claim across LEA's for FYO?	3.5(a) Sum the cost of salaries for Special Educat personnel across LEA's and multiply by .50 $\sum_{\text{LEA's}}$ CDE 63 Pg. 1B Pg. 1A $\{[(\text{NIN4}:3,1,6)+\ldots\ldots+(\text{NIN4}:3,17,6)]\}$ $= A$ = total fo tran
	3.5(b) Multiply the cost of transportation for hand children across LEA's by 50. $\sum_{\text{LEA's}}$ CDE 63 Pg. 1A $[(\text{NIN4}:3,18,6)\ .50] = B$ = total claim fo transportation
	3.5(c) Multiply k by the number of pupils in foster maintenance across LEA's and substract this from the total cost of foster-home maintenan across LEA's $\sum_{\text{LEA's}}$ CDE 63 Pg. 1A $(\text{NIN4}:3,19,6) - [(k)\cdot(\text{NIN5}:2,19,6)] = C$ = If $C \geq 0$, enter $[(k)\cdot($NI If $C < 0$, enter (NIN4:

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Analyses	Data Items
um the total claim for salaries, the total claim r transportation and the total claim for foster ome maintenance for each LEA $[(A)+(B)+(C)] = D =$ total claims	3.4(d) CDE - See 3.4 on preceding page 63
um the cost of salaries for Special Education rsonnel across LEA's and multiply by .80 $\left\{[(NIN4:3,1,6)+\ldots+(NIN4:3,17,6)]\cdot(.80)\right\} = A =$ total claim for transportation	3.5(a) CDE - Pg. 1 and Pg. 1A (NIN4:3,1,6,1- 63 (total salary or cost, Director, FYO, LEA's) (NIN4:3,17,6,1-n) (total salary or cost, Psychiatric evaluation and consultation, FYO, LEA's) .80 (see Administrative Procedures for Special Education Program Pages 39 and 40) [Dollars spent]
ltiply the cost of transportation for handicapped ildren across LEA's by 50. $[(NIN4:3,18,6)\ .50] = B =$ total claim for transportation	3.5(b) CDE - Pg. 1A (NIN4:3,19,,6,1-n) 63 (total salary or cost, transportation, FYO, LEA's) .50 (see Administrative Procedures for Special Education Program Pages 39 and 40) [Dollars spent]
ltiply k by the number of pupils in foster home aintenance across LEA's and substract this total om the total cost of foster home maintenance cross LEA's 63 A $(NIN4:3,19,6) - [(k)\cdot(NIN5:2,19,6)] = C =$ total cost of foster home maintenance If $C \geq 0$, enter $[(k)\cdot(NIN5:2,19,6)]$ If $C < 0$, enter $(NIN4:3,19,6)$	3.5(c) CDE - Pg. 1A (NIN4:3,19,6,1-n) 63 (total salary or cost, foster home maintenance, FYO, LEA's) (NIN5:2,19,6,1-n) (number of pupils, foster home maintenance, FYO, LEA's) k = the average cost of family home care as computed by the Dept. of Social Services for the area of the state in which the foster home is located (H.B. 1030) [Dollars spent]

Management Questions	Analyses
3.5 What is the reimbursement claim across LEA's for FYC?	3.5(4) Sum the total claim for salaries, the total c for transportation and the total claim for fo home maintenance across LEA's $[(A)+(B)+(C)] = D =$ total claim
3.6 What is the actual reimbursement to be paid to each LEA for FYC?	3.6(1) Subtract the total claim for foster home mai from the legislative appropriation and divide sum of the total claims for salaries across L the total claim for transportation across LE $\left[\frac{(\text{Legislative appropriation})-(3.5C)}{(3.5A)+(3.5B)}\right] = (\text{Pro rata}$ 3.6(2) Add the total claims for salaries to the tota for transportation for each LEA and multiply Pro rata factor then add the total claim for home maintenance for each LEA $\left\{[(3.4A)+(3.4B)] \cdot (\text{Pro rata factor})\right\} + (3.$
3.7 Does the actual reimbursement to be paid for FYC across all LEA's equal the legislative appropriation for FYC?	3.7 Sum the actual reimbursement to be paid for and transportation across LEA's and multiply Pro rata factor then add the sum of the foste maintenance claim across LEA's. Compare thi with the legislative appropriation $\left\{[(3.5A)+(3.5B)] \cdot (\text{Pro rata factor})\right\} + (3.5$ If[(E) - (the legislative appropriation)] = then reimbursement summed across LEA's equals the legislative appropriation If[(E)- (the legislative appropriation)] = zero, then reimbursement summed across LEA's does not equal the legislative appropriation

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Analyses	Data Items
al claim for salaries, the total claim tation and the total claim for foster ance across LEA's	3.5(d) CDE - see 3.5 on preceding page 63
(C)] = D = total claim	
e total claim for foster home maintenance gislative appropriation and divide by the total claims for salaries across LEA's and laim for transportation across LEA's	3.6(1) CDE - see 3.5 on preceding page 63
ppropriation)-(3.5C) .5D)] = (Pro rata factor)	
al claims for salaries to the total claims rtation for each LEA and multiply by the ctor then add the total claim for foster nance for each LEA	3.6(2) CDE - see 3.5 on preceding page 63
.4B)] · (Pro rata factor)} + (3.4C)	
al reimbursement to be paid for salaries rtation across LEA's and multiply by the ctor then add the sum of the foster home claim across LEA's. Compare this total gislative appropriation	3.7 CDE - see 3.5 on preceding page 63
.5B)] · (Pro rata factor)} + (3.5C) = X,	
(the legislative appropriation)] = 0 imbursement summed across LEA's the legislative appropriation	
(the legislative appropriation)] = non hon reimbursement summed across oes not equal the legislative iation	

Management Questions

3.6 What is the estimated total reimbursement claim for FY 1 to be included in the Budget request to the Colorado Legislature?

N.B. FY-6 through FY-1 covers the 6 year period prior to the year of reporting (FY0) and the year for which the estimate is being made is FY 1.

Analyses

3.6(1) Estimated claim for salaries for FY 1

Sum the cost of salaries across LEA's by type o
personnel and by fiscal year for FY-6 through F
and divide by the number of personnel summed a
LEA's by type of personnel and by fiscal year f
FY-6 through FY-1

$$\frac{\displaystyle\sum_{\text{LEA's}}^{\substack{\text{CDE 03}\\ \text{Pg. 1\& (NIN4:3,1-17,1-5)}\\ \text{Pg. 1A}}}}{\displaystyle\sum_{\text{LEA's}}^{\substack{\text{CDE 03}\\ \text{Pg. 1\& (NIN4:2,1-17,1-5)}\\ \text{Pg. 1A}}}}$$

Extrapolate from FY-6 through FY-1 the percent
increase in average salaries by type of person
for FY0 and extend the extrapolation to the per
centage increase for FY 1. Let the percentage
increase in salaries for FY 1 = A.

Sum the cost of salaries across LEA's by type o
personnel and divide by the number of personnel
for FY0 summed across LEA's by type of personne
Add the percentage increase in salaries by type
personnel to 100% and multiply these totals tim
the totals for average salaries for FY0

$$\left[\frac{\displaystyle\sum_{\text{LEA's}}^{\substack{\text{CDE 03}\\ \text{Pg. 1\& (NIN4:3,1-17,0)}\\ \text{Pg. 1A}}}}{\displaystyle\sum_{\text{LEA's}}^{\substack{\text{CDE 03}\\ \text{Pg. 1\& (NIN4:2,1-17,0)}\\ \text{Pg. 1A}}}}\right]\cdot\left[(100\%)+A\right] = B = \left\{\begin{array}{l}\text{estimated}\\ \text{salaries b}\\ \text{of personn}\\ \text{FY 1}\end{array}\right.$$

Analyses

d claim for salaries for FY 1

cost of salaries across LEA's by type of
l and by fiscal year for FY-6 through FY-1
de by the number of personnel summed across
type of personnel and by fiscal year for
ough FY-1

CDE 63
Pg. 1& (NIN4:3,1-17,1-5)
Pg. 1A

CDE 63
Pg. 1& (NIN4:2,1-17,1-5)
Pg. 1A

ate from FY-6 through FY-1 the percentage
in average salaries by type of personnel
and extend the extrapolation to the per-
increase for FY 1. Let the percentage
in salaries for FY 1 = A.

cost of salaries across LEA's by type of
l and divide by the number of personnel
summed across LEA's by type of personnel.
percentage increase in salaries by type of
l to 100% and multiply these totals times
ls for average salaries for FY0

$$\left[\frac{\text{N4:3,1-17,0)}}{\text{N4:2,1-17,0)}}\right] \cdot \left[(100\%)+A\right] = B = \left\{\begin{matrix}\text{estimated average} \\ \text{salaries by type} \\ \text{of personnel in} \\ \text{FY 1}\end{matrix}\right\}$$

Data Items

3.8 CDE - Pg. 1 & Pg. 1A (NIN4:3,1-17,
63 1-5,1-n) (total salary and cost, type of personnel, FY-6 through FY-1, LEA's)
(NIN4:2,1-17,1-5,1-n) (number of personnel, type of personnel, FY-6 through FY-1, LEA's)
(NIN4:3,1-17,6) (total salary or cost, type of personnel, FY0)
(NIN4:2,1-17,6) (number of personnel, type of personnel, FY0)

[Dollars spent/Number of students]

Management Questions

3.8 What is the estimated total reimbursement claim for FY 1 to be included in the Budget request to the Colorado Legislature?

Analyses

3.8(1) Sum the number of personnel across LEA's by t
of personnel and by fiscal year for FY-6 thro
FY-1

$$\sum_{\text{LEA's}} \begin{matrix}\text{CDE 63} \\ \text{Pg. 1\&(MIN4:2,1-17,1-5)} \\ \text{Pg. 1A}\end{matrix}$$

Extrapolate from FY-6 through FY-1 the percen
increase in the number of personnel by type o
sonnel from FY0 and extend the extrapolation
percentage increase in the number of perso
for FY 1. Let the percentage increase in th
of personnel for FY 1 = C

Sum the number of personnel for FY0 across L
by type of personnel. Add the percentage in
in the number of personnel by type of of per
to 100% and multiply these totals times the
for the number of personnel for FY0

$$\sum_{\text{LEA's}} \begin{matrix}\text{CDE 63} \\ \text{Pg. 1\& (MIN4:2,1-17,5)} \\ \text{Pg. 1A}\end{matrix} \cdot \left[(100\%)+C\right] = D$$

Multiply the estimated average salaries in F
estimated number of personnel in FY 1. Then
type of personnel

$$\sum_{\substack{\text{Type of} \\ \text{personnel}}} \left[(B)\cdot(D)\right] = E^{*} = \begin{matrix}\text{the estimated} \\ \text{total cost of} \\ \text{salaries for} \\ \text{FY 1}\end{matrix}$$

$$(E)\cdot(.80) = F = \begin{matrix}\text{estimated total} \\ \text{claim for salaries} \\ \text{for FY 1}\end{matrix}$$

Analyses

Data Items

r of personnel across LEA's by type
and by fiscal year for FY-6 through

3.8 CDE - See 3.8 on preceding
63 page

CDE 63
Pg. 18(NIN4:2,1-17,1-5)
EA's Pg. 1A

rom FY-6 through FY-1 the percentage
he number of personnel by type of per-
Y0 and extend the extrapolation to the
crease in the number of personnel
t the percentage increase in the number
for FY 1 = C

r of personnel for FY0 across LEA's
rsonnel. Add the percentage increase
of personnel by type of of personnel
ultiply these totals times the totals
r of personnel for FY0

(NIN4:2,1-17,5) · [(100%)+C] = D = estimated number of personnel by category in FY 1

estimated average salaries in FY 1 by the
ber of personnel in FY 1. Then sum across
nnel

)·(D)] = E* = the estimated total cost of salaries for FY 1

* Add or subtract the estimated amount
of effect of any factors revealed by
a telephone poll of LEA's

·80) = F = estimated total claim for salaries for FY 1

Management Questions

3.8 What is the estimated total reimbursement claim for FY 1 to be included in the Budget request to the Colorado Legislature?

Analyses

3.8(2) Estimated claim for transportation for FY
Sum the cost of transportation across LE
fiscal year for FY-6 through FY-1

$$\sum_{\text{LEA's}} {}^{\text{CDE 63}}_{\text{Pg. 1A}}(\text{NIN4:3,18,1-5})$$

Extrapolate from FY-6 through FY-1 the pe
increases in the cost of transportation f
and the extrapolation to the percentage in
in the cost of transportation in FY 1. L
percentage increase in the cost of transp
= G

Sum the cost of transportation for FY0 acr
LEA's. Add the percentage in the cost of
transportation to 100% and multiply this t
times the total cost of transportation for

$$\left[\sum_{\text{LEA's}} {}^{\text{CDE 63}}_{\text{Pg. 1A}}(\text{NIN4:3,18,6})\right] \cdot \left[(100\%)+(G)\right] =$$

$$(H) \cdot (.50) = I = \text{estimated claims for transportation in FY}$$

3.8(3) Estimated claims for foster home maintenance
FY 1
Sum the cost of foster home maintenance acr
LEA's by fiscal year for FY-6 through FY-1
divide by the number of pupils being served
summed across LEA's by fiscal year for FY-6
through FY-1

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE 63}}_{\text{Pg. 1A}}(\text{NIN4:3,19,1-5})}{\sum_{\text{LEA's}} {}^{\text{CDE 63}}_{\text{Pg. 1A}}(\text{NIN5:2,19,1-5})}.$$

Analyses

imated claim for transportation for FY 1

the cost of transportation across LEA's by
cal year for FY-6 through FY-1

$$\sum_{LEA's} {}^{\text{CDE 63}}_{\text{Pg. 1A}}(\text{NIN4:3,18,1-5})$$

rapolate from FY-6 through FY-1 the percentage
reases in the cost of transportation for FY0
the extrapolation to the percentage increase
the cost of transportation in FY 1. Let the
centage increase in the cost of transportation

the cost of transportation for FY0 across
's. Add the percentage in the cost of
nsportation to 100% and multiply this total
es the total cost of transportation for FY0

$$\left[\sum {}^{\text{CDE 63}}_{\text{Pg. 1A}}(\text{NIN4:3,18,6})\right] \cdot \left[(100\%)+(G)\right] = H^{*} = \text{estimated cost of transportation in FY 1}$$

$$(H) \cdot (.50) = I = \text{estimated claims for transportation in FY 1}$$

imated claims for foster home maintenance in
1

the cost of foster home maintenance across
's by fiscal year for FY-6 through FY-1 and
ide by the number of pupils being served
med across LEA's by fiscal year for FY-6
ough FY-1

$$\frac{\sum_{LEA's} {}^{\text{CDE 63}}_{\text{Pg. 1A}}(\text{NIN4:3,19,1-5})}{\sum {}^{\text{CDE 63}}_{\text{Pg. 1A}}(\text{NIN5:2,19,1-5})} .$$

Data Items

3.8 CDE - Pg. 1A(NIN4:3,18,1-5,1-n)
63 (total cost, transportation, FY-6 through FY-1, LEA's)
(NIN4:3,18,6,1-n) total cost, transportation, FY0 LEA's)

[Dollars spent/number of pupils]

*Add or subtract the estimated amount of effect of any factors revealed by a telephone poll of LEA's

3.8 CDE - Pg. 1A (NIN4:3,19,1-5,1-n)
63 (total cost, foster home maintenance, FY-6 through FY-1, LEA's)
(NIN5:2,19,1-5,1-n) (number of pupils, foster home maintenance, FY-6 through FY-1, LEA's)

$a < b$ = no

Management Questions	Analyses
3.8 What is the estimated total reimbursement claim for FY 1 to be included in the Budget request to the Colorado Legislature?	3.8(3) Extrapolate from FY-6 through FY-1 the perc increase in the cost per pupil of foster ho maintenance for FYO and extend the extrapol the percentage increase in the cost per pup foster home maintenance in FY 1. Let the p increase in cost per pupil = J Sum the cost of foster home maintenance acr LEA's for FYO and divide by the number of p being served summed across LEA's for FYO. the estimated percentage increase in cost p pupil to 100% and multiply this times the c per pupil for FYO $\left[\dfrac{\sum_{LEA's} {}^{\text{CDE 63}}_{\text{Pg. 1A}}(\text{NIN4:3,19,[illegible]})}{\sum_{LEA's} {}^{\text{CDE 63}}_{\text{Pg. 1A}}(\text{NIN5:2,19,[illegible]})}\right] \cdot \left[(100\%)+J\right] = K =$ Sum the number of pupils being served acro for FY-6 through FY-1 $\sum_{LEA's} {}^{\text{CDE 63}}_{\text{Pg. 1A}}(\text{NIN5:2,19,1-5})$ Extrapolate from FY-6 through FY-1 the perc increase in the number of pupils receiving home maintenance for FYO and extend the ext tion to the percentage increase in the num pupils receiving foster home maintenance fo Let the percentage increase in the number receiving foster home maintenance = L

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Analyses

ate from FY-6 through FY-1 the percentage
in the cost per pupil of foster home
nce for FYO and extend the extrapolation to
entage increase in the cost per pupil of
ome maintenance in FY 1. Let the percentage
in cost per pupil = J

cost of foster home maintenance across
r FYO and divide by the number of pupils
rved summed across LEA's for FYO. Add
mated percentage increase in cost per
100% and multiply this times the cost
1 for FYO

$$\left[\frac{(NIN4:3,19,0)}{(NIN5:2,19,0)}\right] \cdot \left[(100\%)+J\right] = K = \begin{array}{c}\text{estimated}\\ \text{cost per}\\ \text{pupil of}\\ \text{foster home}\\ \text{maintenance in}\\ \text{FY 1}\end{array}$$

number of pupils being served across LEA's
through FY-1

$$\sum\nolimits^{\text{CDE 63}}_{\text{Pg. 1A}} (NIN5:2,19,1-5)$$

ate from FY-6 through FY-1 the percentage
in the number of pupils receiving foster
ntenance for FYO and extend the extrapola-
the percentage increase in the number of
ceiving foster home maintenance for FY 1.
percentage increase in the number of pupils
g foster home maintenance = L

Data Items

3.8 CDE - (Continued) Pg. 1A
63 (NIN4:3,19,6,1-n) (total
cost, foster home
maintenance, FYO , LEA's)
(NIN5:2,19,6,1-n) (number of
pupils, foster home
maintenance, FYO , LEA's)

[Dollars spent/number of pupils]

Management Questions	Analyses
3.8 What is the estimated total reimbursement claim for FY 1 to be included in the Budget request to the Colorado Legislature?	3.8(3) Sum the number of pupils being served across LEA for FYO. Add the estimated percentage increase number of pupils being served to 100% and multip the total times the total number of pupils being served for FYO $\left[\sum_{LEA's} {}^{CDE\ 33}_{Pg.\ 1A}(NIN5:2,19,6)\right] \cdot \left[(100\%)+(L)\right] = M =$ estimated of pupils foster h maintena FY 1 $(K)\cdot(M) = N{*}{*} =$ estimated claim for foster home mainte in FY 1 $F+I+N = P =$ estimated total reimbursement claim for FY
3.9 What is the estimated amount of prepayment for each LEA for December of FY 1?	3.9(1) Estimated claim for salaries for FY 1 for each L Sum the cost of salaries across LEA's by type of personnel and by fiscal year for FY-6 through FY- and divide by the number of personnel summed across LEA's by category and by fiscal year for FY-6 through FY-1 $\dfrac{\sum_{LEA's} {}^{CDE}_{Pg.\ 1\&\ Pg.\ 1A} (NIN4:3,1\text{-}17,1\text{-}5)}{\sum_{LEA's} {}^{CDE\ 33}_{Pg.\ 1\&\ Pg.\ 1A} (NIN4:2,1\text{-}17,1\text{-}5)}$ Extrapolate from FY-6 through FY-1 the percentage increase in average salaries by category for FYO and extend the extrapolation to the percentage increase for FY 1. Let the percentage increase i salaries for FY 1 = A

Analyses

Data Items

the number of pupils being served across LEA's FYO. Add the estimated percentage increase in ber of pupils being served to 100% and multiply total times the total number of pupils being ved for FYO

$$^{3}_{A}(\text{NIN5:2,19,6})\Big] \cdot \big[(100\%)+(L)\big] = M = \text{estimated number of pupils receiving foster home maintenance in FY 1}$$

3.8 CDE - See 3.8 on preceding
63 page

N*= estimated claim for foster home maintenance in FY 1

= estimated total reimbursement claim for FY 1

* Add or subtract the estimated amount of effect of any factors revealed by a telephone poll of LEA's

imated claim for salaries for FY 1 for each LEA

the cost of salaries across LEA's by type of sonnel and by fiscal year for FY-6 through FY-1 divide by the number of personnel summed oss LEA's by category and by fiscal year for 6 through FY-1

$$\frac{\sum_{\text{LEA's}}^{\text{CDE}} \text{Pg. 1\& (NIN4:3,1-17,1-5) Pg. 1A}}{\sum_{\text{LEA's}}^{\text{CDE 63}} \text{Pg. 1\& (NIN4:2,1-17,1-5) Pg. 1A}}$$

3.9 CDE - Pg. 1 & Pg. 1A (NIN4:3,1-17,
63 1-5,1-n) (total salary and cost,
type of personnel, FY-6
through FY-1, LEA's)
(NIN4:2,1-17,1-5,1-n) (number
of personnel, type of
personnel, FY-6 through
FY-1, LEA's)
(NIN4:3,1-17,6) (total salary
or cost, type of personnel,
FYO)
(NIN4:2,1-17,6) (number of
personnel, type of personnel, FYO)

rapolate from FY-6 through FY-1 the percentage rease in average salaries by category for FYO extend the extrapolation to the percentage rease for FY 1. Let the percentage increase in aries for FY 1 = A

[Dollars spent/number of students]

Management Questions	Analyses
3.9 What is the estimated amount of prepayment for each LEA for December of FY 1?	3.9(1) Divide the cost of salaries for each LEA an type of personnel for FY0 by the number of for each LEA and for each type of personnel Add the estimated percentage increase in sal type of personnel to 100% and multiply times the totals for average salaries for F $\left[\frac{\text{CDE 63 Pg. 1\&(NIN4:3,1-17,5,1-n) Pg. 1A}}{\text{CDE 63 Pg. 1\&(NIN4:[illegible],1-17,6,1-n) Pg. 1A}}\right] \cdot \left[(100\%)+(A)\right] =$ List the number of personnel for each LEA b of personnel and by fiscal year for FY-[illegible] th FY-1 CDE 63 Pg. 1&(NIN4:2,1-17,1-5) Pg. 1A Extrapolate from FY-[illegible] through FY-1 the perc increase in the number of personnel by type personnel for FY0 and enter the extrapolat the percentage increase in the number of pe for FY 1. Let the percentage increase in t number of personnel for FY 1 = 0

Analyses

ide the cost of salaries for each LEA and for each
e of personnel for FY0 by the number of personnel
each LEA and for each type of personnel for FY0.
the estimated percentage increase in salaries by
e of personnel to 100% and multiply these totals
es the totals for average salaries for FY0

$$\left[\frac{\begin{array}{l}63\\ 1\&(\text{NIN4:3,1-17,6,1-n})\\ 1A\end{array}}{\begin{array}{l}63\\ 1\&(\text{NIN4:2,1-17,6,1-n})\\ 1A\end{array}}\right]\cdot\left[(100\%)+(A)\right]=B=\begin{array}{c}\text{estimated}\\ \text{average}\\ \text{salaries}\\ \text{by}\\ \text{category}\\ \text{in FY 1}\end{array}$$

t the number of personnel for each LEA by type
personnel and by fiscal year for FY-5 through

ODE 63
Fg. 1&(NIN4:2,1-17,1-5)
Fg. 1A

rapolate from FY- through FY-1 the percentage
rease in the number of personnel by type of
rsonnel for FY0 and extend the extrapolation to
percentage increase in the number of personnel
r FY 1. Let the percentage increase in the
ber of personnel for FY 1 = C

Data Items

3.9 ODE - See 3.9 on preceding page
63

Management Questions	Analyses
3.9 What is the estimated amount of prepayment for each LEA for December of FY 1?	3.9(1) List the number of personnel for each LEA fo type of personnel. Add the estimated percen increase in the number of personnel for FY 1 each type of personnel to 100% and multiply totals times the number of personnel for ea of personnel for each LEA for FYO $\left[\begin{matrix}\text{CDE 63}\\ \text{Pg. 1}\end{matrix}(\text{NIN4:2,1-17,6,1-n})\right]\ \left[(100\%)+C\right] = D =$ per per for Multiply the estimated average salaries for FYO by the estimated number of personnel for for each LEA and sum across types of personn $\sum_{\substack{\text{Type of}\\ \text{personnel}}} \left[(B)\cdot(D)\right] = E^* =$ the estimated tota cost of salaries FY 1 $(E)\cdot(.90) = F =$ estimated total claim for salaries for FY 1 3.9(2) Estimated claim for transportation for FY 1 Sum the cost of transportation across LEA's b fiscal year for FY-6 through FY-1 $\sum_{\text{LEA's}} {}^{\text{CDE 63}}_{\text{Pg. 1A}}(\text{NIN4:3,18,1-5})$ Extrapolate from FY-6 through FY-1 the percent increase in the cost of transportation for FYO and extend the extrapolation to the percenta increase in the cost of transportation in FY 1 Let the percentage increase in the cost of transportation for FY

Analyses

t the number of personnel for each LEA for each pe of personnel. Add the estimated percentage crease in the number of personnel for FY 1 for h type of personnel to 100% and multiply these als times the number of personnel for each type personnel for each LEA for FYO

$$^{63}_{1}(\text{NIN4:2,1-17,6,1-n})\Big]\ \Big[(100\%)+C\Big] = D =$$ estimated number of personnel by type of personnel for FY 1

tiply the estimated average salaries for) by the estimated number of personnel for FYO each LEA and sum across types of personnel

$$\sum_{\substack{\text{of}\\ \text{sonnel}}} \big[(C)\cdot(D)\big] = E^{*} =$$ the estimated total cost of salaries for FY 1

$(E)\cdot(.90) = F =$ estimated total claim for salaries for FY 1

imated claim for transportation for FY 1

the cost of transportation across LEA's by scal year for FY-6 through FY-1

$$\sum_{\text{LEA's}} {}^{\text{CDE 63}}_{\text{Pg. 1A}}(\text{NIN4:3,18,1-5})$$

rapolate from FY-6 through FY-1 the percentage crease in the cost of transportation for FYO extend the extrapolation to the percentage crease in the cost of transportation in FY 1. the percentage increase in the cost of nsportation for FY 1

Data Items

3.9 CDE - See 3.9 on preceding page 63

* Add or subtract the estimated amount of effect of any factors revealed by a telephone poll of LEA's

Management Questions	Analyses
3.9 What is the estimated amount of prepayment for each LEA for December of FY 1?	3.9(2) List the cost of transportation for each LE for FY0. Add the estimated percentage increa in the cost of transportation to 100% and mul this total times the cost of transportation f each LEA for FY0

$$\left[\text{CDE 63 Pg. 1A}\,(NIN4{:}3,18,6,1\text{-}n)\right] \cdot \left[(100\%)+(G)\right] = H^* = \text{esti cost tran tion}$$

$$(H)\cdot(.50) = I = \text{estimated claim for transportation in FY 1}$$

3.9(3) Estimated claim for foster home maintenance f
Sum the cost of foster home maintenance across LEA's by fiscal year for FY-6 through FY-1 and divide by the number of pupils receiving fost home maintenance across LEA's by fiscal year FY-6 through FY-1

$$\frac{\sum_{LEA's} \text{CDE 63 Pg. 1A}\,(NIN4{:}3,19,1\text{-}6)}{\sum_{LEA's} \text{CDE 63 Pg. 1A}\,(NIN5{:}3,19,1\text{-}6)}$$

Extrapolate from FY-6 through FY-1 the percen increase in the cost per pupil of foster home tenance for FY0 and extend the extrapolation t percentage increase in the cost per pupil of f home maintenance in FY 1. Let the percentage increase in cost per pupil = J

Analyses

transportation for each LEA .
estimated percentage increase
ransportation to 100% and multiply
the cost of transportation for

] · [(100%)+(G)] = H* = estimated cost of transportation in FY 1

ted claim for transportation
in FY 1

or foster home maintenance in FY 1
oster home maintenance across
ear for FY-3 through FY-1 and
er of pupils receiving foster
across LEA's by fiscal year for

(NIN4:3,19,1-3)

(NIN5:3,19,1-3)

FY-3 through FY-1 the percentage
ost per pupil of foster home main-
nd extend the extrapolation to the
se in the cost per pupil of foster
in FY 1. Let the percentage
per pupil = J

Data Items

3.9 CDL - See 3.9 on the preceding
63 page

*Add or subtract the estimated amount of effect of any factors revealed by a telephone poll of LEA's

Management Questions

Analysis

3.9 What is the estimated amount of prepayment for each LEA for December of FY 1?

3.9(3) List the cost of foster home maintenance fo
LEA for FY0 and divide this by the number o
recieving foster home maintenance for each
FY0. Add the estimated percentage increase
cost per pupil to 100% and multiply this ti
cost per pupil in FY0

$$\left[\frac{\underset{\text{Pg. 1A}}{\text{CDE 33}}(\text{NIN4:3,19,6,1-n})}{\underset{\text{Pg. 1}}{\text{CDE 33}}(\text{NIN5:2,19,6,1-n})}\right]\cdot\left[(100\%)+J\right] = K = \begin{array}{l}\text{esti}\\ \text{cost}\\ \text{pupil}\\ \text{foster}\\ \text{mainte}\\ \text{in FY}\end{array}$$

Sum the number of pupils receiving foster ho
maintenance across LEA's by fiscal year for
through FY-1

$$\sum_{\text{LEA's}}\underset{\text{Pg. 1A}}{\text{CDE 3}}(\text{NIN5:2,19,1-3})$$

Extrapolate from FY-4 through FY-1 the perce
increase in the number of pupils receiving f
home maintenance for FY0 and extend the extra
tion to the percentage increase in the number
pupils receiving foster home maintenance for
Let the percentage increase in the number of
pupils receiving foster home maintenance for
1 = L

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Analysis

ost of foster home maintenance for each
O and divide this by the number of pupils
foster home maintenance for each LEA for
the estimated percentage increase in the
pil to 100% and multiply this times the
pil in FY0

$$\left.\frac{9,6,1-n)}{9,6,1-n)}\right] \cdot \left[(100\%)+J\right] = K =$$ estimated cost per pupil of foster home maintenance in FY 1

ber of pupils receiving foster home
across LEA's by fiscal year for FY-5
-1

$$\sum_{\text{LEA's}} \underset{\text{Pg. 14}}{\text{CDE 3}} (\text{NIN5:2,19,1-3})$$

from FY-[illegible] through FY-1 the percentage
the number of pupils receiving foster
home. for FY0 and extend the extrapola-
percentage increase in the number of
iving foster home maintenance for FY 1.
rcentage increase in the number of
iving foster home maintenance for FY

Data Items

3.9 CDE - See 3.9 on the preceding
63 page

Management Questions

Analyses

3.9 What is the estimated amount of prepayment for each LEA for December of FY 1?

3.9(3) List the number of pupils receiving fos
maintenance for each LEA for FY0. Add t
estimated percentage increase for FY 1 a
multiply this times the number of pupils
ing foster home maintenance in FY0 for e

$$\left[\begin{matrix} \text{SEE 13} \\ \text{Pg. 16} \end{matrix} (\text{NIN5:2,19,6,1-n}) \right] \cdot \left[(100\%) + (L) \right] =$$

= estimated number of pupils receiving foster home maintenance in FY 1

$(N) \cdot (M) =$ LEA estimated claim for foster home maintenance in FY 1

$\left[(F) + (I) + (O) \right] = P =$ estimated total reimbursement claim for FY 1

Subtract the estimated total claim for fo
home maintenance for FY 1 from the legisl
appropriation for FY 1 and divide by the
of the estimated total claims for salari
across LEA's

$$\left\{ \frac{(\text{Legislative appropriation for FY 1}) -}{\left[3.9(1)F \right] + \left[3.9(2)I \right]} \right.$$

(Pro rata factor)

$\left\{ \left[(P) \cdot (Q) \cdot (.50) \right] + \left[(\text{total prepayments fo} \right. \right.$
adjustment for discrepancies in previous

= R = estimated amount of prepayment for

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Analyses

List the number of pupils receiving foster home maintenance for each LEA for FY0. Add the estimated percentage increase for FY 1 to 100% and multiply this times the number of pupils receiving foster home maintenance in FY0 for each LEA

$$\left[\begin{matrix}\text{CDE 33}\\ \text{Pg. 17}\end{matrix}(\text{NIN5:2,19,6,1-n})\right] \cdot \left[(100\%)+(L)\right] = M$$

= estimated number of pupils receiving foster home maintenance in FY 1

$(M)\cdot(K) =$ [illegible] estimated claim for foster home maintenance for FY 1

$\left[(\text{[illegible]})+(\text{[illegible]})+(\text{[illegible]})\right] = P =$ estimated total reimbursement claim for FY 1

Subtract the estimated total claim for foster home maintenance for FY 1 from the legislative appropriation for FY 1 and divide by the sum of the estimated total claims for salaries across LEA's

$$\left\{\frac{(\text{Legislative appropriation for FY 1}) - \left[3.8(3)\text{E}\right]}{\left[3.7(1)\text{E}\right]+\left[3.7(2)\text{E}\right]}\right\} = Q =$$

(Pro rata factor)

$$\left\{\left[(P)\cdot(Q)\cdot(.90)\right] - \left[\begin{matrix}(\text{total prepayments for FY0 prior to}\\ \text{adjustment for discrepancies in previous year's estimate})\end{matrix} - (3.4\ \text{D})\right]\right\}$$

= R = estimated amount of prepayment for December FY 1

Data Items

3.9 CDE - See 3.9 on the preceding
33 page

* Add or subtract the estimated amount of effect of any factors revealed by a telephone poll of LEA's*

Management Questions

3.10 What is the estimated amount of prepayment for each LEA for June of FY 1?

Analyses

3.10 (1) Estimated claim for salaries for FY 1 for

Sum the cost of salaries across LEA's by t
personnel and by fiscal year for FY-6 thro
and divide by the number of personnel summ
across LEA's by category and by fiscal yea
FY-6 through FY-1

$$\frac{\sum_{\text{LEA's}} \begin{matrix}\text{[illegible]}\\ \text{Pg. 16}\\ \text{Pg. 1A}\end{matrix} (\text{NIM4}:3,1\text{-}17,1\text{-}5)}{\sum_{\text{LEA's}} \begin{matrix}\text{[illegible]}\\ \text{Pg. 16}\\ \text{Pg. 1A}\end{matrix} (\text{NIM4}:2,1\text{-}17,1\text{-}5)}$$

Extrapolate from FY-6 through FY-1 the perc
increase in average salaries by category fo
and extend the extrapolation to the percent
increase for FY 1. Let the percentage incr
salaries for FY 1 = A

Analyses

) Estimated claim for salaries for FY 1 for each LEA

Sum the cost of salaries across LEA's by type of personnel and by fiscal year for FY-6 through FY-1 and divide by the number of personnel summed across LEA's by category and by fiscal year for FY-6 through FY-1

$$\frac{\sum_{\text{LEA's}} \substack{\text{SDE 63}\\ \text{Pg. 1\&}\\ \text{Pg. 1A}} (\text{MIN4:3,1-17,1-5})}{\sum_{\text{LEA's}} \substack{\text{SDE 63}\\ \text{Pg. 1\&}\\ \text{Pg. 1A}} (\text{MIN4:2,1-17,1-5})}$$

Extrapolate from FY-6 through FY-1 the percentage increase in average salaries by category for FYO and extend the extrapolation to the percentage increase for FY 1. Let the percentage increase in salaries for FY 1 = A

Data Items

[illegible] SDE - Pg. 1 & Pg. 1A
63 (MIN4:3,1-17,1-5,1-n)
(total salary and cost, type of personnel, FY-6 through FY-1, LEA's)
(MIN4:2,1-17,1-5,1-n)
(number of personnel, type of personnel, FY-6 through FY-1, LEA's)
(MIN4:3,1-17,6) (total salary or cost, type of personnel, FYO)
(MIN4:2,1-17,6) (number of personnel, type of personnel, FYO)

[Dollars spent/number of student]

Management Questions

[illegible].10 What is the estimated amount of [illegible] for each LEA for [illegible] FY 1?

Analyses

[illegible].10 (1) Divide the cost of salaries for each LEA and f type of personnel for FYO by the number of per for each LEA and for each type of personnel fo Add the estimated percentage increase in salar type of personnel for FY 1 to 100% and multiply times the totals for average salaries for FYO

$$\left[\frac{\text{CDE 63 Pg. 16 (CIN4:3,1-17,5,1-n) Pg. 16}}{\text{CDE 63 Pg. 17 (CIN4:2,1-17,6,1-n) Pg. 17}}\right] \cdot \left[(100\%)+(A)\right] = B$$

List the number of personnel for each LEA by t of personnel and by fiscal year for FY-6 throu FY-1

CDE 63 Pg. 1 (CIN4:2,1-17,1-n)

Extrapolate from FY-6 through FY-1 the percen increase in the number of personnel by type o personnel for FYO and extend the extrapolatio the percentage increase in the number of pers for FY 1. Let the percentage increase in the number of personnel for FY 1 = C

Analyses

Data Items

ne cost of salaries for each LEA and for each ersonnel for FYO by the number of personnel LEA and for each type of personnel for FYO. stimated percentage increase in salaries by ersonnel for FY 1 to 100% and multiply these totals totals for average salaries for FYO

$$\left.\frac{\text{IN4:3,1-17,5,1-n)}}{\text{:2,1-17,6,1-n)}}\right] \cdot \left[(100\%)+(A)\right] = B = \begin{array}{c}\text{estimated}\\ \text{average}\\ \text{salaries}\\ \text{by}\\ \text{category}\\ \text{for FY 1}\end{array}$$

3.10 CDE - See 3.10 on the
63 preceding page

number of personnel for each LEA by type nnel and by fiscal year for FY-6 through

CDE 63, (CIN4:2,1-17,1-n)
Pg. 1

te from FY-6 through FY-1 the percentage in the number of personnel by type of for FYO and extend the extrapolation to ntage increase in the number of personnel . Let the percentage increase in the personnel for FY 1 = C

Management Questions	Analyses
3.10 What is the estimated amount of prepayment for each LEA for June of FY 1?	3.10 (1) List the number of personnel for each LEA for each type of personnel. Add the estimated percentage increase in the number of personnel for FY 1 for each type of personnel to 100% and multiply these totals times the number of personnel for each type of personnel for each LEA for FYO
	CDE 63 Pg. 1&(NIN4:2,1-17,6,1-n) · [(100%)+(C)] = D = n Pg. 1A e pers typ son FY
	Multiply the estimated average salaries for FYO by the estimated number of personnel for FYO for each LEA and sum across types of personnel
	$\sum_{\text{Type of personnel}} [(B)\cdot(D)] = E^* =$ the estimated total cost of salaries for FY 1
	$(E)\cdot(.80) = F =$ estimated total claim for salaries for FY 1
	3.10 (2) Estimated claim for transportation for FY 1 Sum the cost of transportation across LEA's by fiscal year for FY-6 through FY-1
	$\sum_{\text{LEA's}} \text{CDE 63 Pg. 1 (NIN4:3,18,1-5)}$
	Extrapolate from FY-6 through FY-1 the percentage increase in the cost of transportation for FYO and extend the extrapolation to the percentage increase in the cost of transportation in FY 1. Let the percentage increase in the cost of transportation for F1

Analyses

the number of personnel for each LEA for
type of personnel. Add the estimated per-
age increase in the number of personnel
FY 1 for each type of personnel to 100%
Multiply these totals times the number
rsonnel for each type of personnel for
LEA for FYO

63
1&(NIN4:2,1-17,3,1-n) · [(100%)+(C)] = D = estimated number of personnel by type of personnel for FY 1
LE

iply the estimated average salaries for
by the estimated number of personnel for FYO
each LEA and sum across types of personnel

of
onnel [(B)·(D)] = E* = the estimated total cost of salaries for FY 1

(E)·(·80) = F = estimated total claim for salaries for FY 1

nted claim for transportation for FY 1
the cost of transportation across LEA's by
al year for FY-6 through FY-1

$$\sum_{LEA's} {}^{\text{CDE 63}}_{\text{Pg. 1}}(\text{NIN4:3,18,1-5})$$

polate from FY-6 through FY-1 the percentage
ase in the cost of transportation for FYO
xtend the extrapolation to the percentage
ase in the cost of transportation in FY 1.
the percentage increase in the cost of
portation for FY

Data Items

3.10 CDE - See 3.10 on the
63 preceding page

3.10 CDE - See 3.10 on the
63 preceding page

* Add or subtract the estimated amount of change if any factors revealed by a telephone poll of LEA's

Management Questions

3.10 [illegible] the estimated amount
of [illegible] for each LEA
for [illegible]

Analyses

3.10(2) List the cost of transportation for each
for FYO. Add the estimated percentage in
cost of transportation for FY 1 to 100% a
this total times the cost of transportati
each LEA for FYO

$$\left[\begin{matrix}\text{CDE 63}\\ \text{Pg. 1}\end{matrix}\ (\text{NIN4:3,16,6,1-n})\right] \cdot \left[(100\%)+(G)\right] =$$

$$(H)\cdot(.50) = I = \text{estimated claim for transporta}$$

in FY 1

3.10(3) Estimated claim for foster home maintenan
Sum the cost of foster home maintenance a
LEA's by fiscal year for FY-6 through FY-
divide by the number of pupils receiving
home maintenance across LEA's by fiscal
FY-6 through FY-1

$$\frac{\sum_{\text{LEA's}} \begin{matrix}\text{CDE 63}\\ \text{Pg. 1A}\end{matrix}\ (\text{NIN4:3,19,1-6})}{\sum_{\text{LEA's}} \begin{matrix}\text{CDE 63}\\ \text{Pg. 1A}\end{matrix}\ (\text{NIN5:2,19,1-6})}$$

Extrapolate from FY-6 through FY-1 the pe
increase in the cost per pupil of foster
tenance for FYO and extend the extrapolat
percentage increase in the cost per pupil
home maintenance in FY 1. Let the percen
increase in cost per pupil for FY 1 =

Analyses

List the cost of transportation for each LEA for FYO. Add the estimated percentage increase in the cost of transportation for FY 1 to 100% and multiply this total times the cost of transportation for each LEA for FYO

$$\left.{}^{63}\,(\text{NIN4:3,18,6,1-n})\right] \cdot \left[(100\%)+(G)\right] = I^{*} = \begin{array}{l}\text{estimated}\\ \text{cost of}\\ \text{transportation}\\ \text{in FY 1}\end{array}$$

$(\cdot 50) = I =$ estimated claim for transportation in FY 1

Estimated claim for foster home maintenance in FY 1

Sum the cost of foster home maintenance across LEA's by fiscal year for FY-6 through FY-1 and divide by the number of pupils receiving foster home maintenance across LEA's by fiscal year for FY-6 through FY-1

$$\frac{\sum_{\text{LEA's}} {}^{\text{CDE 63}}_{\text{Pg. 1A}}\,(\text{NIN4:3,19,1-n})}{\sum_{\text{LEA's}} {}^{\text{CDE 63}}_{\text{Pg. 1A}}\,(\text{NIN5:2,19,1-n})}$$

Extrapolate from FY-6 through FY-1 the percentage increase in the cost per pupil of foster home maintenance for FYO and extend the extrapolation to the percentage increase in the cost per pupil of foster home maintenance in FY 1. Let the percentage increase in cost per pupil for FY 1 = J

Data Items

3.10 CDE - See 3.10 on the
63 preceding page

* Add or subtract the estimated amount of effect of any factors revealed by a telephone poll of LEA's

Management Questions	Analysis
3.10 What is the estimated amount of prepayment for each LEA for June of FY 1?	3.10 (3) List the cost of foster home maintenance f LEA for FYO and divide this by the number recieving foster home maintenance for each FYO. Add the estimated percentage increas cost per pupil for FY 1 to 100% and multipl times the cost per pupil in FYO $\left[\frac{\text{CDE 63 Pg. 1A (NIN4:3,19,6,1-n}}{\text{CDE 63 Pg. 1A (NIN5:2,19,6,1-n}}\right] \cdot \left[(100\%) + J\right] = K =$ estim per p foste maint in FY Sum the number of pupils receiving foster maintenance across LEA's by fiscal year for through FY-1 $\sum_{LEA's}$ CDE 63 Pg. 1A (NIN5:2,19,1-[illegible]) Extrapolate from FY-6 through FY-1 the perc increase in the number of pupils receiving home maintenance for FYO and extend the ext tion to the percentage increase in the numb pupils receiving foster home maintenance fo Let the percentage increase in the number o pupils receiving foster home maintenance

Analysis

t the cost of foster home maintenance for each . for FYO and divide this by the number of pupils ieving foster home maintenance for each LEA for). Add the estimated percentage increase in the t per pupil for FY 1 to 100% and multiply this es the cost per pupil in FYO

$$\left[\frac{\text{EN4:3,19,6,1-n}}{\text{EN5:2,19,6,1-n}}\right] \cdot \left[(100\%) + J\right] = K = \begin{array}{l}\text{estimated cost}\\ \text{per pupil of}\\ \text{foster home}\\ \text{maintenance}\\ \text{in FY 1}\end{array}$$

. the number of pupils receiving foster home intenance across LEA's by fiscal year for FY-6 rough FY-1

$$\sum_{\text{LEA's}} \begin{array}{l}\text{CDE 63}\\ \text{Pg. 1A}\end{array} (\text{MIN5:2,19,1-6})$$

trapolate from FY-6 through FY-1 the percentage crease in the number of pupils receiving foster e maintenance for FYO and extend the extrapolaon to the percentage increase in the number of pils receiving foster home maintenance for FY 1. t the percentage increase in the number of pils receiving foster home maintenance

Data Items

3.10 CDE - See 3.10 on the preceding
63 page

Management Questions	Analysis
3.10 What is the estimated amount of prepayment for each LEA for June of FY 1?	3.10 (C) List the number of pupils receiving foster home maintenance for each LEA for FY0. Add the estim percentage increase for FY 1 to 100% and multipl this gives the number of pupils receiving foster home maintenance in FY0 for each LEA

$$\left[\begin{array}{l}\text{CDE 63}\\ \text{Pg. 1A (NIMS:2,19,6,1-n)}\end{array}\right] \cdot \left[(100\%)+(L)\right]$$

= estimated number of pupils receiving foster home maintenance in FY 1

$(K)\cdot(M) = N^{*} =$ estimated claim for foster home maintenance in FY 1

$[(F)+(I)+(N)] = P =$ estimated total reimbursement claim for FY 1

Subtract the estimated total claim for foster home maintenance for FY 1 from the legislative appropriation for FY 1 and divide by the sum of the estimated total claims for salaries across LEA's

$$\left\{\frac{\text{(Legislative appropriation for FY 1)} - [3\cdot 8(3)N]}{[3\cdot 8(1)F]+[3\cdot 8(2)I]}\right.$$

(Pro rata factor)

$[(P)\cdot(Q)\cdot(.20)] = R =$ estimated amount of prepa for June FY 1

Analysis

t the number of pupils receiving foster home
ntenance for each LEA for FY0. Add the estimated
rcentage increase for FY 1 to 100% and multiply
s times the number of pupils receiving foster
[illegible] in FY0 for each LEA

$$ {}^{3}_{A}(\text{NMND}:2,19,6,1\text{-}n)\Big] \cdot \Big[(100\%)+(L)\Big] $$

imated number of pupils receiving
ter home maintenance in FY 1

) = N* = estimated claim for foster
home maintenance in FY 1

(I)+(N)] = P = estimated total reimbursement claim for
FY 1

ract the estimated total claim for foster
maintenance for FY 1 from the legislative
ppriation for FY 1 and divide by the sum
e estimated total claims for salaries
ss LEA's

$$ \left.\frac{\text{islative appropriation for FY 1)} - [3\cdot8(3)N]}{[3\cdot8(1)F]+[3\cdot8(2)I]}\right\} = Q = $$

(Pro rata factor)

· (Q) · (.20)] = R = estimated amount of prepayment
for June FY 1

Data Items

3.10 CDE - See 3.10 on the preceding
63 page

* Add or subtract the estimated
amount of effect of any factors
revealed by a telephone poll of
LEA's

SECTION 4. CERTIFICATION AND ENDORSEMENT

RELATED SDAP AND NESDEC POLICY QUESTIONS*

4. Certification and Endorsement

* 1. What are the characteristics of participating staff?

* 2. What special training have they received to deal with the handicapped?

4. Certification and Endorsement

* 1. What are the characteristics of participating staff?

* 2. What special training have they received to deal with the handicapped?

* Asterisk denotes NESDEC Policy Questions

	Management Questions		Analyses
4.1	Which teachers and endorsements are new to a Program?	4.1	(1) Check with last years CDE 4 or Certifica (2) Compile list of new teachers and endorse (3) Check with PS file if kept; then check Certification office for certification a endorsement (4) Compile list of teachers needing certifi and/or endorsement confirmation
4.2	Which of the new teachers which have applied for letters of approval are qualified?	4.2	Check that the applicant has a valid Colorado teacher certification and ascertain that the applicant is enrolled or preparing to enroll in an appropriate training program
4.3	Which of the old teachers are on letters of approval and therefore have to present evidence of hours completed?	4.3	Compile list of teachers on letters of approv
4.4	Which teachers are to receive continuation of letters of approval?	4.4	Check transcripts for completion of 7 hours
4.5	If a teacher applies for endorsement and submits a transcript from an out-of-state-school in support of his application, will a Special Education Consultant approve this teacher for endorsement?	4.5	Consultant checks transcript and course descriptions for comparability with Colorado standards when a problem exists

lyses		Data Items
sans CDE 4 or Certification file of teachers and endorsements le if kept; then check with ice for certification and teachers needing certification t confirmation	4.1	CDE - (Teacher lists) 4 Certification file
t has a valid Colorado nd ascertain that the or preparing to enroll ing program	4.2	CDE - (Teacher lists) 4
rs on letters of approval	4.3	CDE 4
completion of [illegible] hours	4.4	CDE - (Transcripts) 4
nscript and course ability with Colorado [illegible]	4.5	CDE - (Transcripts) .4

Management Questions	Analyses
4.6 How many teachers have certificates?	4.6 Count the number of certified teachers who are in special education across LEAs for teacher of types of handicaps, home instruct home hospital instruction and add to the count teachers across LEAs and teacher types specialty and WES teachers $\underset{\text{LEA's}}{\int} \ \underset{\text{Teacher types}}{\int}$ [(1,1 List, 1) &(1,1 list,4 $+ \ \underset{\text{LEA's}}{\int} \ \underset{\text{Teacher types}}{\int}$ [(2,1 list, 2)& (2,1 list, 3

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Analyses

of certified teachers who are teachers
ion across LEAs
pes of handicaps, home instruction and
truction and add to the count of those
EAs and teacher types specialty teachers

[(1,1 List, 1) &(1,1 list,4)&(1,1 list,5)]

r
s

[(2,1 list, 2)& (2,1 list, 3)]

r
s

Data Items

4.6 CDE - p. 18, (1,1 List, 1&4&5)
(type of certification,
list of teachers' names,
teacher of types of handicaps
and home instruction educatio
ally handicapped and home
hospitalization instruction-
physically handicapped)

[Certification Identification]

Part V (2,1 list,2,3) (type
of certification, list of
teachers' names, specialty
teachers, and WES teachers)

[Certification Identification]

Management Questions		Analyses
4.7 How many teachers have endorsement in each handicap area?	.4.7	Count the number of teachers in special education acros LEA's and teacher types for teachers of various handica home instruction and home hospital instruction teachers type of endorsement in each handicap area and set equal X. Add this total to the number of teachers counted ac LEA's and the two teacher types, specialty teachers and teachers, by each type of endorsement. $\mathop{f}\limits_{\text{LEA's}} \mathop{f}\limits_{\text{Teacher types}} \overset{\text{CDE}}{\underset{\text{Part V}}{4}}$ [(3:/1/-/7/, 1 list,1)&(3:/1/-/ 1 list,4)&3:/1/-/7/, 1 list,5) $X + \mathop{f}\limits_{\text{LEA's}} \mathop{f}\limits_{\text{teacher types}} \overset{\text{CDE}}{\underset{\text{Part V}}{4}}$ [(4:/1/-/7/, 1 list,2)&(4:/1/-/ 1 list 3)]

Analyses

of teachers in special education across
types for teachers of various handicaps,
and home hospital instruction teachers by
nt in each handicap area and set equal to
l to the number of teachers counted across
teacher types, specialty teachers and WES
type of endorsement.

CDE
4 [(3:/1/-/7/, 1 list,1)&(3:/1/-/7/,
Part V 1 list,4)&3:/1/-/7/, 1 list,5)]
her
pes

CDE
4
Part V
her [(4:/1/-/7/, 1 list,2)&(4:/1/-/7/,
pes 1 list 3)]

=X

CDE 4 Data Items

4.7 Part V (3:/1/-/7/, 1 list, 1&4&5)
(type of endorsement:/Aurally
handicapped/Educable mentally
handicapped/Physically handicapped/Speech Correctionist
Trainable Child/, list of
teachers' names,teachers of
types of handicaps and home
instruction educationally
handicapped and home hospital
instruction-physically
handicapped)

[Endorsement identification]

Part V (4:/1/-/7/,1 list,2&3)
(type of endorsement: /aurall
handicapped/Educable mentally
handicapped/Physically handicapped/Speech Correctionist
Trainable Child/,list of
teachers' names, speciality
teachers and WES teachers)

[Endorsement Certification]

Management Questions		Analyses
4.8	How many teachers applying for training through summer traineeships need endorsement?	4.8	Sum across all applications the number of teach endorsed in their area $\sum$ Appl. Teach. (D1/nc/) Tn.

alyses	Data Items
ll applications the number of teachers not their area Appl. Teach. (D1/no/) Tn.	4.8 Application Teacher Training (D1/no/) (is teaching certificate endorsed in area indicated of no/) [Number of unendorsed teachers]

SECTION 5. PROGRAM DEVELOPMENT

RELATED SDAP AND NESDEC POLICY QUESTIONS*

5. Program Development (Future Needs and Planning)

   a. Handicap Population Identification

      1. What measures can be taken to increase the identified proportion of children who need special education services?

      2. How many and what percent of the target group students will be served by the projects/program?

   b. Nature of program

      1. What State-wide needs were identified for these programs?

      * 2. Who participates in assessing needs for handicapped education?

      * 3. What instructional methods are used?

      * 4. What educational materials are used?

      * 5. What special equipment is used?

      * 6. What is the intensity of the services?

   c. Staff Requirements

      1. What State-wide needs were identified for these programs?

      2. Is SEA Program staff adequate to meet management needs?

      3. How many personnel of what types are required to meet these unmet needs?

   d. Cost

      1. What additional funds are needed to make the Special Education Program available to all who need it?

   e. Information Needs

children who need special education services?

2. How many and what percent of the target group students will be served by the projects/program?

b. Nature of program

1. What State-wide needs were identified for these programs?

* 2. Who participates in assessing needs for handicapped education?

* 3. What instructional methods are used?

* 4. What educational materials are used?

* 5. What special equipment is used?

* 6. What is the intensity of the services?

c. Staff Requirements

1. What State-wide needs were identified for these programs?

2. Is SEA Program staff adequate to meet management needs?

3. How many personnel of what types are required to meet these unmet needs?

d. Cost

1. What additional funds are needed to make the Special Education Program available to all who need it?

e. Information Needs

1. Do LEA's have sufficient information about the Program, its goals, objectives and supportable project types, etc.?

f. Plans of Other Agencies

* 1. To what extent does coordination and planning exist between Federally funded programs and other local and State programs?

* 2. What evidence is there of joint priority setting?

* 3. To what extent is there coordination in needs assessment?

g. Training

1. Will workshops be designed and held to provide assistance to LEA's?

2. What should be the thrust or direction of those workshops or training sessions and how many should be provided by program areas?

3. How much money is available to support summer traineeships in Special Education?

4. What are guidelines for award of financial assistance for traineeships?

5. How many personnel are being given in-service training?

* Asterisk denotes NESDEC Policy Questions

h. State Plan

1. Is revision or update of State Plan is requested, what changes should be made?

2. What is the nature and status of the State Advisory Council action?

3. What are the Advisory Council's recommendations for regarding the State Plan, LEA proposal, and evaluation results?

i. Consultation Service

1. How many SEA staff personnel are available for consultation/assistance to the LEA's re this program?

2. What percent of the time is currently spent in this consultation/assistance by each available staff member?

3. Does SEA staff have sufficient manpower capability to handle all LEA assistance needs?

4. How many LEA requests for what kinds of assistance have come to the SEA in the last year?

5. Is SEA assistance to LEA's mainly concerned with definition and development?

6. What is the nature and status of proposals?

7. Do LEA's require assistance in preparation of curriculum guidelines, materials, etc.?

8. Do LEA's require SEA assistance to complete local project evaluations? Which projects require SEA evaluation as well as local?

j. Factors Impeding Development

1. What State-wide needs were identified for these programs?

	Management Questions		Analyses
5.1	How many children have been referred for diagnosis of handicapped condition (a) across all LEA's (b) for each LEA as part of normal screening procedures?	5.1(a)	Sum the number of referrals across LE across program level $\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148 Form VIII}^{(1,9)}$
		(b)	Sum the number of referrals across pr level for each LEA $\sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148 Form VIII } (1,9,1\text{-}n)$
5.2	How many assessments have been completed (a) across all LEA's (b) for each LEA as part of normal screening procedures?	5.2(a)	Sum the total number of assessments p on children across program levels and LEA's $\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148 Form VIII}^{(2,9)}$
		(b)	Sum the total number of assessments p on children across program levels for LEA $\sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148 Form VIII}^{(2,9,1\text{-}n)}$

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Analyses	Data Items
5.1(a) Sum the number of referrals across LEA's and across program level $\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Form VIII}\end{matrix}^{(1,9)}$	5.1 CDE 148 - Form VIII (1,9,1-4,1-n) (number of referrals, total, program level, LEA's) [Number of students]
(b) Sum the number of referrals across program level for each LEA $\sum\limits_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Form VIII}\end{matrix} (1,9,1\text{-}n)$	
5.2(a) Sum the total number of assessments performed on children across program levels and across LEA's $\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Form VIII}\end{matrix}^{(2,9)}$	5.2 CDE 148 - Form VIII (2,9,1-4,1-n) (assessments completed, total, program level, LEA's) [Number of children]
(b) Sum the total number of assessments performed on children across program levels for each LEA $\sum\limits_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Form VIII}\end{matrix}^{(2,9,1\text{-}n)}$	

	Management Questions		Analyses
5.3	How many children remain to go through the normal diagnostic process (a) across all LEA's (b) for each LEA?	5.3(a)	Sum the total number of childre referral waiting list across pro and across LEA's $\sum_{\text{LEA's}} \sum_{\text{Program level}} \text{CDE 148 Form VIII}^{(3,9)}$
		5.3(b)	Sum the total number of children referral waiting list across prog for each LEA $\sum_{\text{Program level}} \text{CDE 148 Form VIII}^{(3,9,1\text{-}n)}$
5.4	How many children who have been diagnosed as handicapped through the normal process have been staffed (a) across all LEA's (b) for each LEA?	5.4(a)	Sum the total number of children across program level and across L $\sum_{\text{LEA's}} \sum_{\text{Program level}} \text{CDE 148 Form VIII}^{(4,9)}$
		5.4(b)	Sum the total number of children across program level for each LEA $\sum_{\text{Program level}} \text{CDE 148 Form VIII}^{(4,9,1\text{-}n)}$

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Analyses	Data Items
.3(a) Sum the total number of children on the referral waiting list across program levels and across LEA's $\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \substack{\text{CDE 148}\\ \text{Form VIII}}^{(3,9)}$	5.3 CDE 148 - Form VIII (3,9,1-4,1-n) (referral waiting list, total, program level, LEA's) [Number of children]
.3(b) Sum the total number of children on the referral waiting list across program levels for each LEA $\sum_{\substack{\text{Program}\\ \text{level}}} \substack{\text{CDE 148}\\ \text{Form VIII}}^{(3,9,1\text{-}n)}$	
.4(a) Sum the total number of children staffed across program level and across LEA's $\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \substack{\text{CDE 148}\\ \text{Form VIII}}^{(4,9)}$	5.4 CDE 148 - Form VIII (4,9,1-4,1-n) (children staffed, total, program level, LEA's) [Number of children]
.4(b) Sum the total number of children staffed across program level for each LEA $\sum_{\substack{\text{Program}\\ \text{level}}} \substack{\text{CDE 148}\\ \text{Form VIII}}^{(4,9,1\text{-}n)}$	

	Management Questions		Analyses
5.5	Of those who have been diagnosed as handicapped through normal procedures, how many children have been placed on the waiting list awaiting staffing (a) across all LEA's (b) for each LEA?	5.5(a)	Sum the total number of children staffing waiting list across pro level and across LEA's $\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE 148 Form VIII}^{(5,9)}$
		5.5(b)	Sum the total number of children staffing waiting list across pro level for each LEA $\sum_{\substack{\text{Program}\\\text{level}}} \text{CDE 148 Form VIII}^{(5,9,1-n)}$
5.6	How many children have been placed in Special Education (a) across all LEA's (b) for each LEA?	5.6(a)	Sum the total number of children Special Education across program and across LEA's $\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE 148 Form VIII}^{(6,9)}$
		5.6(b)	Sum the total number of children Special Education across program for each LEA $\sum_{\substack{\text{Program}\\\text{level}}} \text{CDE 148 Form VIII}^{(6,9,1-n)}$

Analyses	Data Items
Sum the total number of children on the staffing waiting list across program level and across LEA's $\sum_{\text{LEA's}} \sum_{\text{Program level}} \text{CDE 148 Form VIII}^{(5,9)}$ Sum the total number of children on the staffing waiting list across program level for each LEA $\sum_{\text{Program level}} \text{CDE 148 Form VIII}^{(5,9,1-n)}$	5.5 CDE 148 - Form VIII (5,9,1-4,1-n) (staffing waiting list, total, program level, LEA's) [Number of children]
Sum the total number of children placed in Special Education across program level and across LEA's $\sum_{\text{LEA's}} \sum_{\text{Program level}} \text{CDE 148 Form VIII}^{(6,9)}$ Sum the total number of children placed in Special Education across program level for each LEA $\sum_{\text{Program level}} \text{CDE 148 Form VIII}^{(6,9,1-n)}$	5.6 CDE 148 - Form VIII (6,9,1-4,1-n) (children placed, total, program level, LEA's) [Number of children]

	Management Questions		Analyses
5.7	How many children have been placed on the placement waiting list (a) across all LEA's (b) for each LEA?	5.7(a)	Sum the total number of children on placement waiting list across progr level and across LEA's $\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148 Form VIII}^{(7,9)}$
		5.7(b)	Sum the total number of children on placement waiting list across progr level for each LEA $\sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148 Form VIII}^{(7,9,1\text{-}n)}$
5.8	How many children have been referred for diagnosis by program level (a) across all LEA's (b) for each LEA?	5.8(a)	Sum the total number of children re for diagnosis by program level and LEA's $\sum_{\text{LEA's}} \text{CDE 148 Form VIII}^{(1,9,1\text{-}4)}$
		5.8(b)	List the total number of children re for diagnosis by program level for LEA $\text{CDE 148 Form VIII}\ (1,9,1\text{-}4,1\text{-}n)$

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Analyses	Data Items
ım the total number of children on the lacement waiting list across program evel and across LEA's $\sum_{\text{EA's}} \sum_{\text{Program level}} \text{CDE 148 Form VIII}^{(7,9)}$	5.7 CDE - 148 Form VIII (7,9,1-4,1-n) (placement waiting list, total, program level, LEA's) [Number of children]
ım the total number of children on the lacement waiting list across program evel for each LEA $\sum_{\text{rogram evel}} \text{CDE 148 Form VIII}^{(7,9,1\text{-}n)}$	
ım the total number of children referred or diagnosis by program level and across EA's $\sum_{\text{EA's}} \text{CDE 148 Form VIII}^{(1,9,1\text{-}4)}$	5.8 CDE - 148 Form VIII (1,9,1-4,1-n) (referrals, total, program level, LEA's) [Number of children]
ist the total number of children referred or diagnosis by program level for each EA $\text{DE 148 orm VIII}^{(1,9,1\text{-}4,1\text{-}n)}$	

	Management Questions		Analyses
5.9	How many assessments have been completed by program level as part of the normal screening procedure (a) across all LEA's (b) for each LEA?	5.9(a)	Sum the total number of assessment completed for each program level a LEA's $\sum_{\text{LEA's}} \text{CDE 148 Form VIII}^{(2,9,1-4)}$
		5.9(b)	List the total number of assessmen completed by program level for eac LEA CDE 148 Form VIII (2,9,1-4,1-n)
5.10	How many children remain to go through the normal diagnostic process by program level (a) across all LEA's (b) for each LEA?	5.10(a)	Sum the total number of children o referral waiting list for each pro level across LEA's $\sum_{\text{LEA's}} \text{CDE 148 Form VIII}^{(3,9,1-4)}$
		5.10(b)	List the total number of children referral waiting list by program l each LEA CDE 148 Form VIII (3,9,1-4,1-n)

Analyses	Data Items
9(a) Sum the total number of assessments completed for each program level across LEA's $\sum_{\text{LEA's}} \text{CDE 148 Form VIII}^{(2,9,1-4)}$	5.9 CDE - Form VIII (2,9,1-4,1-n) 148 (assessments completed, total, program level, LEA's) [Number of children]
9(b) List the total number of assessments completed by program level for each LEA $\text{CDE 148 Form VIII}^{(2,9,1-4,1-n)}$	
10(a) Sum the total number of children on the referral waiting list for each program level across LEA's $\sum_{\text{LEA's}} \text{CDE 148 Form VIII}^{(3,9,1-4)}$	5.10 CDE - Form VIII (3,9,1-4,1-n) 148 (referral waiting list, total, program level, LEA's) [Number of children]
10(b) List the total number of children on the referral waiting list by program level for each LEA CDE 148 Form VIII (3,9,1-4,1-n)	

Management Questions	Analyses
5.11 How many children who have been diagnosed as handicapped through the normal procedure have been staffed by program level (a) across all LEA's (b) for each LEA?	5.11(a) Sum the total number of children staf for each program level and across LEA $\sum_{\text{LEA's}} \text{CDE 148 Form VIII}^{(4,9,1-4)}$
	5.11(b) List the total number of children sta by program level for each LEA CDE 148 Form VIII (4,9,1-4,1-n)
5.12 How many children have been placed on the waiting list awaiting staffing of those who have been diagnosed as handicapped through normal procedures by program level (a) across all LEA's (b) for each LEA?	5.12(a) Sum the total number of children plac the staffing waiting list for each pr level across all LEA's $\sum_{\text{LEA's}} \text{CDE 148 Form VIII } (5,9,1-4)$
	5.12(b) List the total number of children plac the staffing waiting list by program l for each LEA CDE 148 Form VIII (5,9,1-4,1-n)
5.13 How many children have been placed in Special Education by program level (a) across all LEA's (b) for each LEA?	5.13(a) Sum the number of children placed in S Education across LEA's by program leve $\sum_{\text{LEA's}} \text{CDE 148 Form VIII}^{(6,9,1-4)}$

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Analyses	Data Items
(a) Sum the total number of children staffed for each program level and across LEA's $\sum_{\text{LEA's}} \text{CDE 148 Form VIII}^{(4,9,1\text{-}4)}$	5.11 CDE 148 - Form VIII (4,9,1-4,1-n) (children staffed, total, program level, LEA's) [Number of children]
(b) List the total number of children staffed by program level for each LEA CDE 148 Form VIII (4,9,1-4,1-n)	
(a) Sum the total number of children placed on the staffing waiting list for each program level across all LEA's $\sum_{\text{LEA's}} \text{CDE 148 Form VIII } (5,9,1\text{-}4)$	5.12 CDE 148 - Form VIII (5,9,1-4,1-n) (staffing waiting list, total, program level, LEA's) [Number of children]
(b) List the total number of children placed on the staffing waiting list by program level for each LEA CDE 148 Form VIII (5,9,1-4,1-n)	
(a) Sum the number of children placed in Special Education across LEA's by program level $\sum_{\text{LEA's}} \text{CDE 148 Form VIII}^{(6,9,1\text{-}4)}$	5.13 CDE 148 - Form VIII (6,9,1-4,1-n) (children placed, total program level, LEA's) [Number of children]

	Management Questions	Analyses
5.13	How many children have been placed in Special Education by program level (a) across all LEA's (b) for each LEA?	5.13(b) List the number of children place Special Education by program leve each LEA CDE 148 Form VIII (6,9,1-4,1-n)
5.14	How many children have been placed on the placement waiting list by program level (a) across all LEA's (b) for each LEA?	5.14(a) Sum the number of children on the waiting list across LEA's by prog $\sum_{\text{LEA's}}$ CDE 148 Form VIII (7,9,1-4) (b) List the number of children on th waiting list by program level for CDE 148 Form VIII (7,9,1-4,1-n)
5.15	How many children have been staffed by handicap (a) across all LEA's (b) for each LEA?	5.15(a) Sum the number of children staffed and across program level by handic $\sum_{\text{LEA's}} \sum_{\text{Program level}}$ CDE 148 Form VIII (4,2-8) (b) Sum the number of children staffed level by handicap condition and li CDE 148 Form VIII (4,2-8,1-n) Program level
5.16	How many children have been placed in Special Education by handicap (a) across all LEA's (b) for each LEA?	5.16(a) Sum the number of children placed Education by handicap condition ac level and across LEA's $\sum_{\text{LEA's}} \sum_{\text{Program level}}$ CDE 148 Form VIII (6,2-8)

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Analyses		Data Items
the number of children placed in cial Education by program level for LEA 148 VIII (6,9,1-4,1-n)	5.13	CDE 148 - Form VIII (6,9.1-4,1-n) (children placed, total program level, LEA's) [Number of children]
the number of children on the placement ing list across LEA's by program level $\sum_{\text{'s}} \text{CDE 148 Form VIII}(7,9,1\text{-}4)$	5.14	CDE 148 - Form VIII (7,9,1-4,1-n) (placement waiting list, total, program level, LEA'S) [Number of children]
the number of children on the placement ing list by program level for each LEA 148 VIII (7,9,1-4,1-n)		
the number of children staffed across LEA's across program level by handicap condition $\sum_{\text{'s}} \sum_{\text{Program level}} \text{CDE 148 Form VIII}\ (4,2\text{-}8)$	5.15	CDE 148 - Form VIII (4,2-8,1-4,1-n) (children staffed, handicaps, program level, LEA's) [Number of children]
the number of children staffed across program l by handicap condition and list for each LEA $\sum_{\text{ram l}} \text{CDE 148 Form VIII}(4,2\text{-}8,1\text{-}n)$		
the number of children placed in Special cation by handicap condition across program l and across LEA's $\sum_{\text{'s}} \sum_{\text{Program level}} \text{CDE 148 Form VIII}\ (6,2\text{-}8)$	5.16	CDE 148 - Form VIII (6,2-8,1-4,1-n) (children placed, handicap condition, program level, LEA's) [Number of children]

	Management Questions	Analyses
5.16	How many children have been placed in Special Education by handicap (a) across all LEA's (b) for each LEA?	5.16(b) Sum the number of children placed in Sp Education by handicap condition across level for each LEA $\sum_{\text{Program level}}$ CDE 148 Form VIII (6,2-8,1-n)
5.17	How many children have been placed on the placement waiting list by handicap condition (a) across all LEA's (b) for each LEA?	5.17(a) Sum the number of children on the plac waiting list across LEA's and across pr level by handicap condition $\sum_{\text{LEA's}} \sum_{\text{Program level}}$ CDE 148 Form VIII (7,2-8) (b) Sum the number of children on the placem waiting list across program level by ha condition for each LEA $\sum_{\text{Program level}}$ CDE 148 Form VIII (7,2-8,1-n)
5.18	What is the total number of children in Colorado possessing each of the disabilities including the number with multiple disabilities?	5.18(a) Conduct a "thorough study" of all Color school and school-age children in all p private facilities as well as those at Identify those with disabilities. Defi categorize the disabilities and distrib identified handicapped children accordi
5.19	What is the number of children in Colorado identified by the "thorough study" of incidence possessing each of the disabilities by school level?	5.19(a) Sum the number of children identified a LEA's for each of the disability categor each of the grade levels.

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Analyses	Data Items
5.16(b) Sum the number of children placed in Special Education by handicap condition across program level for each LEA $\sum_{\text{Program level}}$ CDE 148 Form VIII (6,2-8,1-n)	5.16 CDE 148 - See 5.16 on preceding page
5.17(a) Sum the number of children on the placement waiting list across LEA's and across program level by handicap condition $\sum_{\text{LEA's}} \sum_{\text{Program level}}$ CDE 148 Form VIII (7,2-8)	5.17 CDE 148 - Form VIII (7,2-8,1-4,1-n) (placement waiting list, handicap condition, program level, LEA's) [Number of children]
(b) Sum the number of children on the placement waiting list across program level by handicap condition for each LEA $\sum_{\text{Program level}}$ CDE 148 Form VIII (7,2-8,1-n)	
5.18(a) Conduct a "thorough study" of all Colorado preschool and school-age children in all public & private facilities as well as those at home. Identify those with disabilities. Define and categorize the disabilities and distribute the identified handicapped children accordingly	5.18 None available [Number of children]
5.19(a) Sum the number of children identified across LEA's for each of the disability categories for each of the grade levels.	5.19 None available [Number of children]

	Management Questions		Analyses
5.20	What is the number of children in Colorado identified by the "thorough study" of incidence processing each of the disabilities by LEA's?	5.20	Sum the number of children for each for each of the disability categories
5.21	What proportion of the children (identified by the "thorough study" of incidence) for each disability are presently being served?	5.21	Sum across all LEA's the number of capped children enrolled in Spec Ed Oct 31 plus those enrolling after Oc each of the handicaps summed through levels and divide by the number of ha children identified in thorough stud handicap, summed through program lev $\dfrac{\sum_{\text{LEA's}} \sum_{\text{Program level}} \begin{matrix}\text{CDE 148}\\ \text{Form I}\end{matrix} [(D,1\text{-}8)+(E,1}{\sum_{\text{LEA's}} \sum_{\text{Program level}} \begin{matrix}\text{number of children i}\\ \text{in each handicap}\end{matrix}}$
5.22	What proportion of the children (identified by the "thorough study" of incidence) for each disability are presently being served in each LEA?	5.22	For each LEA sum the number of handi children enrolled in Special Educati Oct 31 plus those enrolling after Oc each handicap across all program lev divide by the number of handicapped identified in study for each handica across all program levels. $\dfrac{\sum_{\text{Program level}} \begin{matrix}\text{CDE 148}\\ \text{Form I}\end{matrix} [(D,1\text{-}8,1\text{-}n)+(E,1\text{-}8,}{\sum_{\text{Program level}} \begin{matrix}\text{\# children identified in ea}\\ \text{handicap for each LEA}\end{matrix}}$

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Analyses		Data Items
Sum the number of children for each LEA for each of the disability categories.	5.20	None available [Number of children]
Sum across all LEA's the number of handicapped children enrolled in Spec Ed programs Oct 31 plus those enrolling after Oct 31 for each of the handicaps summed through program levels and divide by the number of handicapped children identified in thorough study for each handicap, summed through program levels and LEA's. $\dfrac{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\\text{level}}} \text{CDE 148 Form I } [(D,1\text{-}8)+(E,1\text{-}8)]}{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\\text{level}}} \text{number of children identified in each handicap}}$	5.21	148 - Form I (D,1-8,1-6,1-n) (enrollment Oct. 31, all handicaps, all program levels, LEA's) Form I (3,1-8,1-6,1-n)(new entries after Oct. 31, all handicaps, all program levels, LEA's) None available [Number of children]
For each LEA sum the number of handicapped children enrolled in Special Education programs Oct 31 plus those enrolling after Oct 31 for each handicap across all program levels and divide by the number of handicapped children identified in study for each handicap and across all program levels. $\dfrac{\sum\limits_{\substack{\text{Program}\\\text{level}}} \text{CDE 148 Form I } [(D,1\text{-}8,1\text{-}n)+(E,1\text{-}8,1\text{-}n)]}{\sum\limits_{\substack{\text{Program}\\\text{level}}} \text{\# children identified in each handicap for each LEA}}$	5.22	148 - Form I (D,1-8,1-6,1-n) (enrollment Oct. 31, all handicaps, all program levels, all LEA's) Form I (E,1-8,1-6,1-n) (new entries after Oct. 31, all handicaps, all program levels, LEA's) None available [Number of children]

Management Questions	Analyses
5.23 What proportion of the children (identified by the "thorough study" of incidence) for each disability have been previously diagnosed and are awaiting placement in Special Education services?	5.23 Sum across all LEA's the number of diagnosed handicapped children placement waiting list for each handicap across program levels and divide by the children identified for each disability all program levels and LEA's. $\dfrac{\sum_{\text{LEA's}} \sum_{\text{Program level}} \text{CDE 148 Form VIII} \ (7,2\text{-}8)}{\sum_{\text{LEA's}} \sum_{\text{Program level}} \text{\# of children identified in each handicap}}$
5.24 What proportion of the children (identified by the "thorough study" of incidence) for each disability have been previously diagnosed and are awaiting Special Education Services in each LEA?	5.24 For each LEA sum the number of diagnosed handicapped children on placement waitin list for each handicap across program le and divide by the number of children ide for each LEA for each handicap across pr $\dfrac{\sum_{\text{Program level}} \text{CDE 148 Form VIII} \ (7,2\text{-}8,1\text{-}n)}{\sum_{\text{Program level}} \text{\# of children identified in eac handicap for each LEA}}$
5.25 Which diagnostic procedures for disabilities are reliable?	5.25 Examine results of the "thorough survey" diagnostic procedures now being employed most reliable diagnostic procedures are program testing

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Analyses		Data Items
Sum across all LEA's the number of diagnosed handicapped children on placement waiting list for each handicap across program levels and divide by the number of children identified for each disability across all program levels and LEA's. $\dfrac{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148 Form VIII } (7,2\text{-}8)}{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\ \text{level}}} \text{\# of children identified in each handicap}}$	5.23	148 - Form VIII (7,2-8,1-4,1-n) (placement waiting list, handicaps, program levels,LEA' None available [Number of children]
For each LEA sum the number of diagnosed handicapped children on placement waiting list for each handicap across program levels and divide by the number of children identified for each LEA for each handicap across program levels. $\dfrac{\sum\limits_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148 Form VIII } (7,2\text{-}8,1\text{-}n)}{\sum\limits_{\substack{\text{Program}\\ \text{level}}} \text{\# of children identified in each handicap for each LEA}}$	5.24	148 - Form VIII (7,2-8,1-4,1-n) (placement waiting list, handicaps, program levels, LEA's) None available [Number of children]
Examine results of the "thorough survey" for diagnostic procedures now being employed. Select most reliable diagnostic procedures are shown by program testing	5.25	- None available [Diagnostic procedures]

	Management Questions		Analyses
5.26	Who is responsible for performing the diagnosing of learning disabilities in each LEA and what are their qualifications?	5.26	Survey the LEA's and obtain for eac of the persons and their qualificat forming the diagnosing of learning
5.27	What is the status of the program to identify children in Colorado with each of the learning disabilities?	5.27 (a)	Determine if the program to identif capped children in Colorado is keep time schedule.
		(b)	Determine if the program to identif capped children in Colorado is thor veying the population.
5.28	How many handicapped children in the state are not being served in the public schools?	5.28	Subtract the number of children und cap condition being served summed a programs in the state across LEA's level by handicap condition $\sum_{\text{LEA's}} \sum_{\text{Program level}}$ number of children identified in each handicap condition $-\sum_{\text{LEA's}} \sum_{\text{Program level}}$ CDE 148 Form I $[(D,1\text{-}8)+(E,$

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	Analyses		Data Items
26	Survey the LEA's and obtain for each a list of the persons and their qualifications performing the diagnosing of learning disabilities.	5.26 -	None available [persons]
27 (a)	Determine if the program to identify all handicapped children in Colorado is keeping to its time schedule.	5.27 -	(a)None available
(b)	Determine if the program to identify all handicapped children in Colorado is thoroughly surveying the population.		(b)None available [time schedules]
28	Subtract the number of children under each handicap condition being served summed across LEA's & programs in the state across LEA's and program level by handicap condition $\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{number of children identified in each handicap condition}$ $-\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \begin{matrix}\text{CDE 148}\\ \text{Form I}\end{matrix} [(D,1\text{-}8)+(E,1\text{-}8)]$	5.28 148-	Form I (D,1-8,1-6,1-n) (enrollment Oct. 31, all handicaps, all program levels, LEA's) Form I (3,1-8,1-6,1-n)(n entries after Oct. 31, all handicaps, all program levels, LEA's) None available [Number of children]

	Management Questions		Analyses
5.29	Who are the handicap children in the state not being served in the public schools and which agencies are serving them, if any?	5.29	List the children identified across LE program levels by handicap who are not served and the agency which is serving if any

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	Analyses		Data Items
5.29	List the children identified across LEA's and program levels by handicap who are not being served and the agency which is serving them, if any	5.29	None available [Students name and location]

	Management Questions		Analyses
5.30	Have the various segments of the educational community taken and adequate and appropriate role in the assessment of needs?	5.30	Survey LEA's to determine roles various segments including pare students, administrators, comm Evaluate roles played for appro adequacy

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Analyses	Data Items
Survey LEA's to determine roles played by the various segments including parents, teachers, students, administrators, community leaders. Evaluate roles played for appropriateness and adequacy	5.30 None available [Roles]

Management Questions	Analyses
5.31 (a) What are the needs among LEA's for the establishment of various types of Special Education programs for each of the handicap areas?	5.31 (a) List the results of the needs assessment
5.31 (b) When should new programs be started in each of the LEA's for each handicap area?	5.31 (b) Determine when the placement waiting list reaches some critical point in length. This critical point will be determined by committee. Sum across program level the number of students on the placement waiting list by handicap condition for each LEA and set equal to X $X = \sum_{\text{Program level}} \text{CDE 148 Form VIII}(7,2-9,1-n)$ Then compare X to criteria (X_c) $X \geq X_c$ (7,2-9,1-n) = Start new program $X < X_c$ (7,2-9,1-n) = Do not start new program
5.32 What instructional methods are being used for Special Education?	5.32 Survey the LEA's and obtain for each a list of the instructional materials being used by handicap. Analyze methods and construct categories of methods by handicap. Distribute the methods listed by the LEA's into the categories. Sum within each category
5.33 What is the nature of Special Education services which are planned for in each LEA by type of handicap?	5.33 Survey the LEA's and obtain for each LEA a list of the Special Education services planned for by handicap. Construct categories of the nature of the listed services for each handicap, for each LEA

Analyses	Data Items	
e results of the needs assessment	5.31 (c)	None available
ine when the placement waiting list s some critical point in length. itical point will be determined ittee. Sum across program level ber of students on the placement list by handicap condition for a and set equal to X		
CDE 148 Form VIII$^{(7,2-9,1-n)}$ gram vel	5.31 (b)	CDE - 148 Form VIII (7,2-9,1-4) (number on placement waiting list, handicap condition and total program leve, LEA's) [No. of students]
e X to criteria (X_c)		
9,1-n) = Start new program		
9,1-n) = Do not start new program		
the LEA's and obtain for each a list Instructional materials being used icap. Analyze methods and construct ies of methods by handicap. Dis- the methods listed by the LEA's e categories. Sum within each y	5.32	None available [Instructional materials]
the LEA's and obtain for each LEA a the Special Education services for by handicap. Construct ies of the nature of the listed s for each handicap, for each LEA	5.33	None available [Services]

Management Questions	Analyses
5.34 How many additional teachers are needed for the school year two years hence?	5.34 Sum the number of additional teachers plan education programs in 1973-74 across LEA's areas. $\sum_{\text{LEA's}}^{\substack{\text{CDE}\\ 148\\ \text{Form}\\ \text{VI}}} \left[\begin{array}{l} (8,17)+(8,20)+(8,2 \\ (8,35)+(8,38)+(8,4 \\ (9,23)+(9,26)+(9,2 \\ (9,39)+(9,42) \end{array}\right.$

Analyses		CDE 148	Data Items
mber of additional teachers planned for special programs in 1973-74 across LEA's and handicap $\sum_{\text{LEA's}}^{\text{CDE 148 Form VI}} \left[(8,17)+(8,20)+(8,23)+(8,26)+(8,29)+(8,32)+ (8,35)+(8,38)+(8,42)+(9,16)+(9,20) (9,23)+(9,26)+(9,29)+(9,32)+(9,35) (9,39)+(9,42) \right]$	5.34	Form VI	(8,17) (additional FTE 1973-74 September, Aurally handicapped-teachers) (8,20) (additional FTE 1973-74 September, Deaf-Blind-teacher) (8,23) (Additional FTE 1973-74 September, Educable Mentally-Teacher) (8,26) (Additional FTE 1973-74 September, Educationally Handicapped-Teacher) (8,29) (Additional FTE 1973-74 September, Physically Handicapped-Teachers) (8,32) (Additional FTE 1973-74 September, Speech Handicapped-Teachers) (8,35) Additional FTE 1973-74 September, Visually Handicapped-Teachers) (8,39) (Additional FTE 1973-74 September, WES-Teachers) (8,42) (Additional FTE 1973-74 September Home Instruction and Home Hospital-Teachers) (9,16) (Additional FTE 1973-74 January Aurally Handicapped-Teachers) (9,20) (Additional FTE 1973-74 January, Deaf-Blind-Teachers) (9,23) (Additional FTE 1973-74 January, Educable Mentally-Teachers) (9,26) (Additional FTE 1973-74 January, Educationally Handicapped-Teachers) (9,29) (Additional FTE 1973-74 January, Physically Handicapped-Teachers) (9,32) (Additional FTE 1973-74 January, Speech Handicapped-Teachers) (9,35) (Additional FTE 1973-74 January, Visually Handicapped-Teachers) (9,39) (Additional FTE 1973-74 January, WES-teachers) (9,42) (Additional FTE 1973-74 January, Home Instruction and Home Hospital-teachers)

	Management Questions		Analyses
5.35	What are the manpower needs for Special Education personnel (a) across all LEA's (b) for each LEA?	5.35 (a)	Sum across LEA's the additional FTE personnel planned for the year following the year of reporting (FY1) in September added to those in January by types of personnel $\sum_{LEA's} \begin{matrix}\text{CDE 148}\\ \text{Form VI}\end{matrix} (8,1\text{-}42)+(9,1\text{-}42)$
		5.35 (b)	Sum the additional FTE personnel planned for year following the year of reporting (FY1) in September to the additional FTE planned for January of the same fiscal year by types of personnel for each LEA $\begin{matrix}\text{CDE 148}\\ \text{Form VI}\end{matrix}\left[(8,1\text{-}42,1\text{-}n)+(9,1\text{-}42,1\text{-}n)\right]$
5.36	What are the specific characteristics of teachers required?	5.36	Calculate the frequency of specific characteristics desired of teachers by LEA's in a survey of the LEA's
5.37	What particular characteristics are required for Special Education teachers in remote areas of the state?	5.37	Calculate the frequency of specific characteristics desired of teachers by LEA's classified as being in remote areas
5.38	What is the nature of the audience from which CDE is attempting to recruit for Special Education?	5.38	Count the number of individuals in the target recruitment population who possess each of the various characteristics of interest
5.39	How can the recruitment procedures be geared to the audience from which individuals are being recruited?	5.39	Identify procedures which are or might prove effective with the recruitment audience by working with a group of representatives from the teacher training institutions, CDE, LEA's, etc.

Analyses			Data Items
cross LEA's the additional FTE personnel ed for the year following the year of ting (FY1) in September added to those uary by types of personnel $\sum_{\text{'s}}$ CDE 148 Form VI (8,1-42)+(9,1-42)	5.35	CDE 148	Form VI (8,1-42,1-n) (additional FTE personnel planned 1973-74 September, personnel types, LEA's) (9,1-42,1-n) (additional FTE personnel planned 1973-74 January, personnel types, LEA's) [Number of personnel]
e additional FTE personnel planned for the following the year of reporting (FY1) in ber to the additional FTE planned for y of the same fiscal year by types of nel for each LEA CDE 148 Form VI $\left[(8,1\text{-}42,1\text{-}n) \div (9,1\text{-}42,1\text{-}n)\right]$			
ate the frequency of specific cteristics desired of teachers by LEA's urvey of the LEA's	5.36		None available [Number of LEA's]
ate the frequency of specific cteristics desired of teachers by LEA's ified as being in remote areas	5.37		None available [Number of LEA's]
the number of individuals in the target itment population who possess each of rious characteristics of interest	5.38		None available [Number of respondents]
ify procedures which are or might prove tive with the recruitment audience rking with a group of representatives the teacher training institutions, CDE, , etc.	5.39		None available [Procedures]

Management Questions		Analyses
5.40 How many Special Education classes do the LEA's plan to start?	5.40	Survey the LEA's and obtain the number Education classes they plan to start for handicap. Sum the number of classes ac LEA's by handicap

Analyses		Data Items
y the LEA's and obtain the number of Special tion classes they plan to start for each cap. Sum the number of classes across all by handicap	5.40	None availalbe [Number of classes]

	Management Questions		Analyses
5.41	What will be the total direct cost of providing the services at the recommended standards by disability area?	5.41	Estimate total direct cost of providing servic at the recommended standards for each handicap area based on current costs of service and pro jected rise in costs
5.42	What will be the direct costs for each of personnel, facilities, materials and equipment at the recommended level by disability area?	5.42	Estimate total direct cost of providing recom level of each of personnel, facilities, materi equipment, for each handicap area, based on c costs of such services and projected rise in c
5.43	What is the total direct cost for providing the recommended services across disability areas?	5.43	Estimate total direct cost of providing recom level of services across all handicaps, based current costs of services and projected rise
5.44	What will be the additional amounts of personnel, facilities, materials, equipment needed to meet the recommended level of services?	5.44	Estimate the additional amounts needed of each personnel, facilities, materials, equipment to meet the recommended level of services based c current amounts of personnel, facilities, mate equipment
5.45	What will be the direct cost for recommended levels of each of personnel, facilities, materials and equipment across disability areas?	5.45	Estimate the cost for providing the recommende levels for each of personnel, facilities, mate equipment across al handicap areas based on c costs of services and projected rise in costs

Analyses		Data Items
imate total direct cost of providing services the recommended standards for each handicap based on current costs of service and pro- ed rise in costs	5.41	None available [Dollars]
imate total direct cost of providing recommended l of each of personnel, facilities, materials, pment, for each handicap area, based on current s of such services and projected rise in costs	5.42	None available [Dollars]
imate total direct cost of providing recommended l of services across all handicaps, based on rent costs of services and projected rise in costs	5.43	None available [Dollars]
imate the additional amounts needed of each of sonnel, facilities, materials, equipment to the recommended level of services based on rent amounts of personnel, facilities, materials, ipment	5.44	None available [Number of personnel, equipment, materials, facilities]
imate the cost for providing the recommended ls for each of personnel, facilities, materials, ipment across all handicap areas based on current s of services and projected rise in costs	5.45	None available [Dollars]

Management Questions	Analyses
.46 What is the total direct per pupil cost for the recommended services by disability area?	5.46 Divide estimated total direct costs of the recommended services by the estimated number of pupils to be served for each of the handicap areas
.47 What is the total direct per pupil cost for the recommended services across disability areas?	5.47 Divide estimated total direct costs of the recommended services by the estimated number of pupils to be served across all handicap areas
.48 How much greater than the present total direct cost of providing Special Education services is the total direct cost for providing the recommended level of services (a) across handicap condition (b) by handicap condition?	5.48 (a) Subtract the total direct costs of all Special Education services summed together from the estimated costs of providing the recommended services, across handicap condition, across program level and service delivery, across LEA's $\left[\sum_{\text{LEA's}} \text{CDE 148}_{\text{SEAS}}(3,12) + \sum_{\text{LEA's}} \text{CDE 148}_{\text{SRTP}}(3,16) \sum_{\text{LEA's}} \text{CDE 148}_{\text{[illegible]}}(3,13) + \sum_{\text{LEA's}} \text{CDE148}_{\text{STRP}}(3,7) + \sum_{\substack{\text{LEA's} \\ (X)}} \sum_{\substack{\text{Program} \\ \text{level}}} \sum_{\substack{\text{Service} \\ \text{delivery}}} \sum_{\substack{\text{Handicap} \\ \text{condition}}} \text{CDE 148}_{\text{Spec Ed}}(3,11)\right] =$ (Estimated cost of providing LEA's recommended level of services) $- X$ = increase in cost 5.48 (b) Sum the direct cost of Special Education services across LEA's and across program level by handicap condition and subtract the estimated cost of providing the recommended services

Analyses		Data Items
mated total direct costs of the services by the estimated number o be served for each of the es	5.46	None available [Dollars]
mated total direct costs of the services by the estimated number o be served across all handicap	5.47	None available [Dollars]
total direct costs of all special ervices summed together from the osts of providing the recommended cross handicap condition, across el and service delivery, across $\sum_{\text{LEA's}} \text{CDE 148}_{\text{SEPP}}(3,18) \sum_{\text{LEA's}} \text{CDE 148}_{\text{SEIM}}(3,13) + \sum_{\text{LEA's}} \sum_{\text{program level}} \sum_{\text{service delivery}} \sum_{\text{handicap condition}} \text{CDE 148}_{\text{Spec Ed}}(3,11) \Big] = X$ cost of providing $- X =$ increase ed level of services) in cost	5.48(a) CDE - 148	SEAP (3,12,1-n) (subtotal, total costs, LEA's) SEPP (3,18,1-n) (subtotal, total costs, LEA's) SEIM (3,13,1-n) (subtotal, total costs, LEA's) SEPT (C,7,1-n) (subtotal, total costs, LEA's) Spec Ed-(3) (3,11,1-5,1-3,1-7,1-n) (subtotal, total costs, handicap condition, program level, service delivery, LEA's) Spec Ed-(TS) (3,11,1-5,1-7,1-n) (subtotal, total costs, handicap condition, program level, LEA's) [Dollars]
rect cost of Special Education services 's and across program level by handicap and subtract the estimated cost of the recommended services	5.48 (b) CDE - 148 -	SEAP (3,12,1-n) (subtotal, total costs, LEA's) SEPP (3,18,1-n) (subtotal, total costs, LEA's) SEIM (3,13,1-n) (subtotal, total costs, LEA's) SEPT (C,7,1-n) (subtotal, total costs, LEA's)

Management Questions

5.48 How much greater than the present total direct cost of providing Special Education services is the total direct cost for providing the recommended level of services (a) across handicap condition (b) by handicap condition?

Analyses

5.48 **(b)** Continued

$$\left\{ \frac{\left[\sum_{\text{LEA's}} \text{CDE 148}_{\text{SEAP}}(3,12) + \sum_{\text{LEA's}} \text{CDE 148}_{\text{SEPP}}(3,18) + \sum_{\text{LEA's}} \text{CDE 148}_{\text{SEIM}}(3,13 \quad \sum_{\text{LEA's}} \text{CDE 148}_{\text{SEPT}}(6,7) + \sum_{\substack{\text{LEA's}\\(3)}} \sum_{\substack{\text{Program}\\\text{level}}} \sum_{\substack{\text{Service}\\\text{delivery}}} \sum_{\substack{\text{Handicap}\\\text{condition}}} \text{CDE 1}_{\text{Spec}} \right.}{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE 148}_{\text{Form II}}(2,10)+(4,10)+(6,10)} \right.$$

$$Y \cdot \left[\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE 148}_{\text{Form II}}(2,1\text{-}9)+(4,1\text{-}9)+(6,1\text{-}9) \right] = Z$$

$$\left[\sum_{\text{LEA's}} \begin{array}{l}\text{(estimated cost of providing}\\ \text{recommended level of services}\\ \text{for each handicap condition)}\end{array} \right] - Z = \begin{array}{c}\text{increase i}\\ \text{cost}\end{array}$$

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Analyses

d

$$\left.\begin{array}{l} \dfrac{\left[\;)+\sum_{\text{LEA's}}\text{CDE 148}_{\text{SEPP}}(3,18)+\sum_{\text{LEA's}}\text{CDE 148}_{\text{SEIN}}(3,13)+ \quad +\sum_{\text{LEA's (3)}}\ \sum_{\text{Program level}}\ \sum_{\text{Service delivery}}\ \sum_{\text{Handicap condition}}\text{CDE 148}_{\text{Spec Ed}}(3,11)\right]}{\sum_{\text{ogram level}}\text{CDE 148}_{\text{Form II}}(2,10)+(4,10)+(6,10)} \end{array}\right\}=Y$$

$$\left.\text{148}_{\text{m II}}(2,1\text{-}9)+(4,1\text{-}9)+(6,1\text{-}9)\right]=Z$$

$$\left.\begin{array}{l}\text{cost of providing}\\ \text{ed level of services}\\ \text{handicap condition)}\end{array}\right]-Z=\begin{array}{c}\text{increase in}\\ \text{cost}\end{array}$$

Data Items

5.48(b)CDE - Continued
148 Spec Ed-(S) (3,11,1-5,1-3, 1-7,1-n) (subtotal, total costs, handicap condition, program level, service delivery, LEA's)
Spec Ed-(NS) (3,11,1-5, 1-7,1-n) (subtotal, total costs, handicap condition, program level, LEA's)

CDE Form II (2,10,1-5,1-n) (ADCL itinerant programs, total, program level, LEA's)
(4,10,1-5,1-n) (ADCL resource room programs, total, program level, LEA's)
(6,10,1-5,1-n) (ADA self-contained programs, total, program level, LEA's)
(2,1-9,1-5,1-n) (ADCL itinerant programs, handicap condition, program level, LEA's)
(4,1-9,1-5,1-n) (ADCL resource room programs, handicap condition, program level, LEA's)
(6,1-9,1-5,1-n) (ADA self-contained programs, handicap condition, program level, LEA's)

. . . . [Dollars]

Management Questions		Analyses
5.49 How much greater than the present total costs per pupil of providing Special Education services is the total costs per pupil for providing recommended services across handicap condition?	5.49	Subtract the present total costs divided number of pupils serviced summed together the total estimated costs (for providing services), divided by the number of pupils all handicaps, across all program levels, all service deliveries, across all LEA's increase in cost

$$\left[\frac{\sum_{LEA's}(\text{total estimated costs of recommended services})}{\sum_{LEA's}(\text{total estimated number of children to be served})}\right] -$$

$$\Bigg[\sum_{LEA's}\text{CDE }148_{SEAP}(3,12)+\sum_{LEA's}\text{CDE }148_{SEPF}(3,18)+\sum_{LEA's}\text{CDE }14_{SEIM}$$

$$\sum_{LEA's}\text{CDE }148_{SEPT}(C,7)+\sum_{\substack{LEA's\\(S)}}\sum_{\substack{\text{Program}\\\text{level}}}\sum_{\substack{\text{Service}\\\text{delivery}}}\sum_{\substack{\text{Handicap}\\\text{conditio}}}$$

$$\sum_{LEA's}\sum_{\substack{\text{Program}\\\text{level}}}\text{CDE }148\ \text{Form II}\ (2,10)+(4,10)+(6,10)\Bigg]$$

X = increase in cost

Analyses

ubtract the present total costs divided by the
umber of pupils serviced summed together from
he total estimated costs (for providing recommended
ervices), divided by the number of pupils across
ll handicaps, across all program level's, across
ll service deliveries, across all LEA's for the
ncrease in cost

$$\left.\frac{\text{al estimated costs of}\\ \text{recommended services)}}{\text{al estimated number}\\ \text{children to be served)}}\right] \quad - $$

$$148\,(3,12) + \sum_{\text{LEA's}} \text{CDE 148}_{\text{SEPP}}\,(3,18) + \sum_{\text{LEA's}} \text{CDE 148}_{\text{SEIM}}\,(3,13) +$$

$$148\,(C,7) + \sum_{\substack{\text{LEA's}\\ \text{(S)}}} \sum_{\substack{\text{Program}\\ \text{level}}} \sum_{\substack{\text{Service}\\ \text{delivery}}} \sum_{\substack{\text{Handicap}\\ \text{condition}}} \text{CDE 148}_{\text{Spec Ed}}\,(3,11)$$

$$= X$$

$$\sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Form II}}\,(2,10)+(4,10)+(6,10)$$

Data Items

5.49 CDE - SEAP (3,12,1-n) (subtotal,
148 total costs. LEA's)
SEPP (3.18.1-n) (subtotal,
total costs LEA's)
SEIM (3,13,1-n) (subtotal,
total costs, LEA's)
SEPT (C.7,1-n) (subtotal,
total costs. LEA's)
Spec Ed-(S) (3,11,1-5.1-3,
1-7,1-n) (subtotal, total
costs. handicap condition,
program level, service
delivery, LEA's)
Spec Ed-(NS) (3,11,1-5,
1-7,1-n) (subtotal, total
costs, handicap condition,
program level, LEA's)
CDE Form II (2,10,1-6,1-n)
(ADCL itinerant programs,
total, program level, LEA's)
(4,10,1-6,1-n) (ADCL
resource room programs,
total, program level. LEA's)
(6,10,1-6,1-n) (ADCL self-
contained programs, total,
program level, LEA's)

[Dollars spent]

None available

[Dollars]

[Number of children]

X = increase in cost

Management Questions	Analyses
5.50 What common types of information do LEA's need concerning policy and procedures to establish or continue special education programs in each handicap area?	5.50 List the results of needs assessment concernin types of information needed concerning policy procedures to establish or continue special ec programs
5.51 What information needs concerning policy and procedures exist which are unique to one or a group of LEA's regarding the establishment or continuation of special education programs in each handicap area?	5.51 List information needs concerning policy and pr regarding the establishment of special ed. pro which have been identified by needs assessmen are unique to one or a group of LEA's i.e. in needs which are not common
5.52 What common types of information regarding training availability are needed by LEA's in each handicap area?	5.52 List the common types of information needed re training availability by handicap area which been identified by a needs assessment
5.53 What unique types of information are needed by LEA's regarding training availability in each handicap area?	5.53 List the unique types of information needed re training availability by handicap area which been identified by a needs assessment i.e. in tion needs which are not common
5.54 What common information is needed by LEA's regarding equipment which is applicable to special education?	5.54 List the common information regarding equipmen special education which has been identified as by a needs assessment
5.55 What unique information is needed by LEA's regarding equipment which is applicable to special education?	5.55 List the unique information regarding equipment special education which has been identified as needed by a needs assessment i.e. information which are not common
5.56 What common information is needed regarding materials which are applicable to special education?	5.56 List the common information regarding materials special education which has been identified as by a needs assessment

es		Data Items
of needs assessment concerning common tion needed concerning policy and tablish or continue special ed.	5.50	None available [Information]
needs concerning policy and procedures tablishment of special ed. programs identified by needs assessment which e or a group of LEA's i.e. information not common	5.51	None available [Information]
ypes of information needed regarding ility by handicap area which have by a needs assessment	5.52	None available [Information]
ypes of information needed regarding ility by handicap area which have by a needs assessment i.e. informa- are not common	5.53	None available [Information]
nformation regarding equipment for n which has been identified as needed sment	5.54	None available [Information]
nformation regarding equipment for n which has been identified as s assessment i.e. information needs mmon	5.55	None available [Information]
nformation regarding materials for n which has been identified as needed sment	5.56	None available [Information]

	Management Questions		Analyses
5.57	What unique information is needed regarding materials which are applicable to special education?	5.57	List the unique information regarding materia special education which has been identified a by a needs assessment i.e. information needs are not common
5.58	What common information is needed about funding sources and amount for the establishment and continuation of special education programs by LEA's?	5.58	List the common information regarding funding and the amounts available for the establishme continuation of special ed. programs which ha identified as needed by a needs assessment
5.59	What unique information is needed about funding sources and amount for the establishment and continuation of special education programs by LEA's?	5.59	List the unique information regarding funding and the amounts available for the establishme continuation of special ed. programs which ha identified as needed by a needs assessment i information needs which are not common
5.60	What common information is needed by LEA's concerning instructional techniques for special education?	5.60	List the common information concerning instru techniques for special ed. which has been ide as needed by a needs assessment
5.61	What unique information is needed by LEA's concerning instructional techniques for special education?	5.61	List the unique information concerning instru techniques for special ed. which has been ide as needed by a needs assessment i.e. informa which are not common
5.62	What are the information needs of the LEA?	5.62	Survey the LEA's and for each LEA obtain a lis information they need to know but do not have Construct categories of information needs. D listed items of information needs into catego Sum within categories

Analyses	Data Items	
7 List the unique information regarding materials for special education which has been identified as needed by a needs assessment i.e. information needs which are not common	5.57	None available [Information]
8 List the common information regarding funding sources and the amounts available for the establishment and continuation of special ed. programs which have been identified as needed by a needs assessment	5.58	None available [Information]
9 List the unique information regarding funding sources and the amounts available for the establishment and continuation of special ed. programs which have been identified as needed by a needs assessment i.e. information needs which are not common	5.59	None available [Information]
0 List the common information concerning instructional techniques for special ed. which has been identified as needed by a needs assessment	5.60	None available [Information]
1 List the unique information concerning instructional techniques for special ed. which has been identified as needed by a needs assessment i.e. information needs which are not common	5.61	None available [Information]
52 Survey the LEA's and for each LEA obtain a list of the information thev need to know but do not have. Construct categories of information needs. Distribute listed items of information needs into categories. Sum within categories	5.62	None available [Information]

	Management Questions		Analyses
5.63	What are the state plans of other private and public agencies within the state as they relate to Special Education?	5.63	Collect information on the state plans of th and public agencies with the state and summa their plans for special education
5.64	What is the philosophy and approach of each agency regarding Special Education?	5.64	Collect and summarize the overall policy of agencies in the state toward special educati
5.65	What are the projections of the other state agencies related to providing services to handicapped children?	5.65	Collect data related to number of children wi various handicaps the population served by the other agencies and the number that each serve in each category for the coming year For each agency $\dfrac{\text{Number planned to be served by handicap}}{\text{Number in population by handicap}}$
5.66	How many children were served by handicap area by other state agency programs?	5.66	(1) Non federally funded programs Collect data related to number of childre by each agency by handicap area and total (2) Federally funded programs Sum across projects for each agency in th the number of children being served by ha and total $\sum_{\text{Projects}} \substack{\text{OE}\\ 9025}(13A{:}g,1\text{-}12,1\text{-}n)$

Analyses		Data Items
ect information on the state plans of the private public agencies with the state and summarize ir plans for special education	5.63	None available [State plans]
ect and summarize the overall policy of other ncies in the state toward special education	5.64	None available [Policy]
ect data related to number of children with the rious handicaps the population served by each of other agencies and the number that each plans to rve in each category for the coming year each cy $\frac{\text{Number planned to be served by handicap}}{\text{Number in population by handicap}}$	5.65	None available [Number of children]
Non federally funded programs Collect data related to number of children served by each agency by handicap area and total	5.66	(1) None available [Number of children]
Federally funded programs Sum across projects for each agency in the state the number of children being served by handicap and total $\sum_{\text{jects}} \text{OE}_{9025}(13A:g,1\text{-}12,1\text{-}n)$	OE 9025	(2) (13A:g,1-12,1-n) (project participants - children receiving services: Total, type of handicapped children served and total, public and private agencies in the state receiving federal funds for special education programs [Number of children]

	Management Questions		Analyses
5.67	What is the purpose and activities of the programs of each of the other agencies in the state?	5.67	(1) Non federally funded programs Collect information on the purposes of special education programs of other ag in the state (2) Federally funded projects Summarize objectives and activities st federal report
5.68	How many personnel do the other agencies in the state employ in special education by personnel type and type of handicapped children served?	5.68	(1) Non federally funded projects Count the number of personnel by categ handicap in each agency across program (2) Federally funded projects Sum across projects the number of pers by personnel category total and by har for each agency in state $\sum_{\text{Projects}} (13B:i-1,1-12,1-n)$
5.69	What are the costs of special education programs in other agencies by type of handicapped children served?	5.69	(1) Non federally funded projects Collect information on costs of speci programs in other agencies in the sta agency and type of handicapped childr (2) Federally funded projects Sum across projects the costs of spec programs by type of handicapped child $\sum_{\text{Projects}} (12B:d,1-12,1-n)$

Analyses		Data Items
ederally funded programs ct information on the purposes of the l education programs of other agencies state	5.67	(1) None available [Purpose]
lly funded projects rize objectives and activities statement from l report	OE 9025	(2) (14A-E) (abstract-objectives) (14 F-L) (abstract - activities) [Objectives & activities]
ederally funded projects the number of personnel by category and by cap in each agency across programs	5.68	(1) None available [Number of personnel]
ally funded projects cross projects the number of personnel paid rsonnel category total and by handicap area ach agency in state (13B:i-1,1-12,1-n) cts	OE 9025	(2) (13B:i-1; 1-12,1-n) (project participants, number of personnel paid - teachers and teacher aides and other personnel and total, type of handicapped children served and total, public and private agencies in the state receiving federal funds for special education programs) [Number of personnel paid]
ederally funded projects ct information on costs of special education ams in other agencies in the state by y and type of handicapped children served	5.69	(1) None available [Dollars spent]
ally funded projects cross projects the costs of special education ams by type of handicapped children and total (12B:d,1-12,1-n) cts	OE 9025	(2) (12B:d,1-12,1-n) (project expenditures: accounts, type of handicapped children benefiting private and public agencies in the state receiving federal funds for special education programs) [Dollars spent]

Management Questions	Analyses
5.70 What are the facilities costs of the other agencies in the state for Special Education?	5.70 (1) Non-Federally funded projects Collect information regarding the c of facilities used in Special Educa program by agency (2) Federally funded projects $\sum_{\text{Projects}}$ (12A:c,13-18,1-n)
5.71 What are the plans of the other agencies for providing training in-service for handicapped education?	5.71 Collect information on the plans of othe agencies for providing in-service for handicapped education?
5.72 What is the status of the development of the state plan for Special Education?	5.72 Review with those involved the tasks whi have been accomplished in the developmen the state plan and determine whether the development of the plan is on schedule b comparing the dates when the tasks were scheduled to be accomplished with the da when they were actually accomplished
5.73 What is the status of the development of district plans for each LEA?	5.73 Review with those involved the tasks whic have been accomplished in the development the district plan and determine whether t development of the plan is on schedule by paring the dates when the tasks were sche to be accomplished with the dates when th were actually accomplished.

Analyses		Data Items
(1) Non-Federally funded projects Collect information regarding the costs of facilities used in Special Education program by agency	5.70 -	(1) None available [Dollars spent]
(2) Federally funded projects $\sum_{\text{Projects}}$ (12A:c,13-18,1-n)	OE 9025	(2) (12A:c,13-18,1-n) (project expenditures: total amount, sites, and buildings and remodeling and equipment for instruction and other equipment & capital outlay subtotal) [Dollars spent]
Collect information on the plans of other agencies for providing in-service for handicapped education?	5.71 -	None available [Plans]
Review with those involved the tasks which have been accomplished in the development of the state plan and determine whether the development of the plan is on schedule by comparing the dates when the tasks were scheduled to be accomplished with the dates when they were actually accomplished	5.72 -	None available [Schedule of development]
Review with those involved the tasks which have been accomplished in the development of the district plan and determine whether the development of the plan is on schedule by comparing the dates when the tasks were scheduled to be accomplished with the dates when they were actually accomplished.	5.73 -	None available [Schedule of development]

	Management Questions		Analyses
5.74	What are the best means for coordinating the development of new programs through the Work Experience and Study Program with the Vocational Education Department and Vocational Rehabilitation Department?	5.74	Review coordinating procedures and assessed needs and determine areas where cooperation will provide optimal services to children who can benefit from the Work Experience and Study Program
5.75	What are the best means for coordinating the development of service through the Deaf/Blind Project?	5.75	Review coordinating procedures and assessed needs and determine area where cooperation will provide optimal service to Deaf/Blind children

Analyses	Data Items
rdinating procedures and assessed determine areas where cooperation de optimal services to children nefit from the Work Experience Program	5.74 None available [Services of WES] [Previous procedures and assessed needs]
rdinating procedures and assessed determine area where cooperation de optimal service to Deaf/Blind	5.75 None available [Program for deaf/blind] [Previous procedures and assessed needs]

	Management Questions		Analyses
5.76	How many personnel were trained from federal project funds by total and how many were trained by handicap condition (a) across projects (b) for each project?	5.76 (a)	Sum the number of personnel paid by federal across projects by type of personnel and to by handicap condition and total $\sum_{\text{Projects}}$ OES025 (130:n-q,1-12)
		5.76 (b)	Sum the number of personnel paid by federal for each project by type of personnel and to by handicap condition and total OES025 (130:n-q,1-12,1-n)
5.77	What are the opportunities for training of professional personnel in Special Education under PL85-926?	5.77	Collect data on number of traineeships avail
5.78	What are the opportunities for training of professional personnel in Special Education through other sources?	5.78	Collect data on number of traineeships avail
5.79	Who are the individuals in training institutions with whom training activities should be coordinated?	5.79	Identify individuals in training institution with whom training activities should be coor
5.80	What information is available on the training provided by these institutions?	5.80	Collect all public formal information and oth informal information on the training provided by the training institutions

Analyses		Data Items
m the number of personnel paid by federal funds ross projects by type of personnel and total and handicap condition and total $\sum_{\text{Projects}}$ OE9025 (13C:n-q,1-12) the number of personnel paid by federal funds r each project by type of personnel and total and handicap condition and total OE9025 (13C:n-q,1-12,1-n)	5.76	OE 9025 - (13C:n-q,1-12,1-n) (types of personnel and total, handicap condition and total, projects) [Number of personnel]
llect data on number of traineeships available	5.77	None available [Number of traineeships or dollars available]
llect data on number of traineeships available	5.78	None available [Number of traineeships or dollars available]
ntify individuals in training institutions th whom training activities should be coordinated	5.79	None available [Name, telephone number, address of individual]
llect all public formal information and other formal information on the training provided the training institutions	5.80	None available [Description of training programs]

	Management Questions		Analyses
5.81	How should manpower needs be transmitted to the training institutions?	5.81	Assess the characteristics of the audience to which the manpower needs are to be communicat and the characteristics of the information a determine the best medium for transmitting t information
5.82	How many teachers being trained in the training institution by area of endorsement are expected to graduate during each of the next three years?	5.82	Survey training institution and list number b trained by endorsement area expected to gradu each of the next three years
5.83	What is the staus of the number of traineeships in the various colleges and universities?	5.83	Survey the colleges and universities regardi the number of traineeships

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Analyses		Data Items
Assess the characteristics of the audience to which the manpower needs are to be communicated and the characteristics of the information and determine the best medium for transmitting the information	5.81	None available [Characteristics]
Survey training institution and list number being trained by endorsement area expected to graduate each of the next three years	5.82	None available [Number being trained]
Survey the colleges and universities regarding the number of traineeships	5.83	None available [Number of traineeships]

	Management Questions		Analyses
5.84	What are the goals of the present state plan?	5.84	Describe the goals as presented in the stat
5.85	What strategies are being followed in the state plan?	5.85	Describe the strategies carried out in the plan
5.86	What should the goals of the state plan be?	5.86	Summarize needs answered in needs assessmen identify general goals and compare to prese goals
5.87	What alternate strategies for meeting the goals of the state plan are there?	5.87	Identify alternate strategies which emerge individual or group thinking on the goals o the state plan and how to accomplish them
5.88	What is the status of the development of the state plan for Special Education?	5.88	Review with those involved the tasks which been accomplished in the development of the plan and determine whether the development plan is on schedule by comparing the dates the tasks were scheduled to be accomplished the dates when they actually were accomplis
5.89	What is the status of the development of district plans for each LEA?	5.89	Review with those involved the tasks which been accomplished in the development of the district plan and determine whether the deve ment of the plan is on schedule by comparin dates when the tasks were scheduled to be accomplished with the dates when they actual were accomplished

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Analyses		Data Items
escribe the goals as presented in the state plan	5.84	None available [Goals]
Describe the strategies carried out in the state plan	5.85	None available [Strategies]
ummarize needs answered in needs assessment to dentify general goals and compare to present oals	5.86	None available [Needs]
dentify alternate strategies which emerge from dividual or group thinking on the goals of he state plan and how to accomplish them	5.87	None available [Strategies]
eview with those involved the tasks which have een accomplished in the development of the state plan and determine whether the development of the plan is on schedule by comparing the dates when the tasks were scheduled to be accomplished with he dates when they actually were accomplished	5.88	None available [Schedule of development]
eview with those involved the tasks which have een accomplished in the development of the istrict plan and determine whether the development of the plan is on schedule by comparing the dates when the tasks were scheduled to be accomplished with the dates when they actually ere accomplished	5.89	None available [Schedule of development]

Management Questions	Analyses
5.90 Which LEA's need consultative services?	5.90 (a) List LEA's requesting consultative services (b) List LEA's initiating Special Education pro (c) List LEA's expanding Special Education prog (d) List LEA's needing consultative services fo other reasons

Analyses		Data Items	
ist LEA's requesting consultative services ist LEA's initiating Special Education programs ist LEA's expanding Special Education programs ist LEA's needing consultative services for ther reasons	5.90	Materials Evaluation Form	- None available [LEA's]

Management Questions	Analyses
5.91 What common set of circumstances exist in LEA's which might impede the establishment of or continuation of Special Education programs for each handicap area?	5.91 (1) Needs identified by needs assessment 5.91 (2) Adequacy of Staffing. Sum the ADA and by handicap condition and by service and add the number on placement waiti and divide by the sum of the number of teachers across LEA's by handicap cond and by service delivery. These tot then compared to the standards specif the "Administrative Procedures for the Special Ed Program" and the difference then divided by the standard to obtain approximate number of teachers satisfy the needs

$$\left[\frac{\sum_{LEA's} {}^{CDE148}_{Form\ II}(2\&4\&6,1\&3\&6\text{-}8,1\text{-}4) + {}^{CDE148}_{Form\ VIII}(7,2\&4\&6\text{-}8,1\text{-}4)}{\sum_{LEA's} {}^{CDE148}_{Form\ II}(1\&3\&5,1\&3\&6\text{-}8,1\text{-}4)}\right] = X = \text{(projected ADA a}$$

All Elementary

For ${}^{CDE\ 148}_{Form\ II}(1\&3\&5,1,1\text{-}2)$ if $X > 8$*; then:

$$\left\{\frac{[(X)-(8)] \cdot \left[\sum_{LEA's} {}^{CDE148}_{Form\ II}(1\&3\&5,1,1\text{-}2)\right]}{8}\right\} = Y_1$$

Y

Secondary

For ${}^{CDE148}_{Form\ II}(1\&3\&5,1,3\text{-}4)$ if $X > 10$*; then:

$$\left\{\frac{[(X)-(10)] \cdot \left[\sum_{LEA's} {}^{CDE148}_{Form\ II}(1\&3\&5,1,3\text{-}4)\right]}{10}\right\} = Y_2$$

9/12/72

Analyses

Needs identified by needs assessment

Adequacy of Staffing. Sum the ADA and ADCL by handicap condition and by service delivery and add the number on placement waiting lists and divide by the sum of the number of FTE teachers across LEA's by handicap condition and by service delivery. These totals are then compared to the standards specified in the "Administrative Procedures for the Special Ed Program" and the difference is then divided by the standard to obtain the approximate number of teachers necessary to satisfy the needs

$$\left. \begin{matrix} \ldots \&4\&6\text{-}8,1\text{-}4) \\ \hline \\ \end{matrix} \right] = X = \text{(projected ADA and ADCL)}$$

Y = number of teachers needed

$$\left.\frac{\ldots 8)\big] - \left[\sum_{\text{LEA's}} {}^{\text{CDE148}}_{\text{Form II}}(1\&3\&5,1,1\text{-}2)\right]}{8}\right\} = Y_1$$

$$\left.\frac{\ldots (10)\big] - \left[\sum_{\text{LEA's}} {}^{\text{CDE148}}_{\text{Form II}}(1\&3\&5,1,3\text{-}4)\right]}{10}\right\} = Y_2$$

Data Items

5.91(1) - None available

[Needs]

5.91(2) CDE 148 - Form II (2&4&6,1&3&[illegible]-8,1-4) (ADA and ADCL by service delivery, handicap condition, program level)
Form VIII ([illegible],1-4) (number on placement waiting list, handicap condition, program level)
Form II ([illegible]-8,1-4) (resource & itinerant & self contained teachers, [illegible], program levels)
Form II (1&3&5.1,1-2) (FTE teachers by service delivery, EH, elementary)
Form II (1&3&5,1,3-4) (FTE teachers by service delivery, EH, secondary)
Form II ([illegible],1-4) (FTE teachers by itinerant and self contained, EH, program levels)
Form II (5,3,1-4) (FTE teachers self contained, EH, program levels)
Form II (1, ,1-2) (FTE teachers itinerant, EH, elementary)
Form II (1&3&5,1,3-4) (FTE teachers by service delivery, EH, secondary)

Management Questions	Analyses
5.91 (Continued)	5.91 (2) (Continued)
EH Itinerant and Resource For $\text{CDE148}_{\text{Form II}}(1\&3,3,1\text{-}4)$ if $X > 15$*; then:	$\left\{\frac{[(X)-(15)] \cdot \left[\sum_{\text{LEA's}} \text{CDE 148}_{\text{Form II}}(1\&3,3,1\text{-}4)\right]}{15}\right\} = Y_3$
Self Contained For $\text{CDE148}_{\text{Form II}}(5,3,1\text{-}4)$ if $X > 10$*; then:	$\left\{\frac{[(X)-(10)] \cdot \left[\sum_{\text{LEA's}} \text{CDE148}_{\text{Form II}}(5,3,1\text{-}4)\right]}{10}\right\} = Y_4$
PH Itinerant-Elementary For $\text{CDE148}_{\text{Form II}}(1,6,1\text{-}2)$ if $X > 20$*; then:	$\left\{\frac{[(X)-(20)] \cdot \left[\sum_{\text{LEA's}} \text{CDE148}_{\text{Form II}}(1,6,1\text{-}2)\right]}{20}\right\} = Y_5$
All Programs, Secondary For $\text{CDE148}_{\text{Form II}}(1\&3\&5,6,3\text{-}4)$ if $X > 20$*; then:	$\left\{\frac{[(X)-(20)] \cdot \left[\sum_{\text{LEA's}} \text{CDE148}_{\text{Form II}}(1\&3\&5,6,3\text{-}4)\right]}{20}\right\} = Y_6$
Resource and Self Contained Elementary For $\text{CDE148}_{\text{Form II}}(3\&5,6,1\text{-}2)$ if $X > 15$*; then:	$\left\{\frac{[(X)-(15)] \cdot \left[\sum_{\text{LEA's}} \text{CDE148}_{\text{Form II}}(3\&5,6,1\text{-}2)\right]}{15}\right\} = Y_7$
SH For $\text{CDE148}_{\text{Form II}}(1,7,1\text{-}4)$ if $X > 90$*; then:	$\left\{\frac{[(X)-(90)] \cdot \left[\sum_{\text{LEA's}} \text{CDE148}_{\text{Form II}}(1,7,1\text{-}4)\right]}{90}\right\} = Y_8$

,1-4) $= Y_3$

-4) $= Y_4$

-2) $= Y_5$

&5,6 3-4) $= Y_6$

5,6,1-2) $= Y_7$

-4) $= Y_8$

Data Items

5.91(2) CDE - (Continued)
148
Form II (3&5,6,1-2) (FTE teachers by resource and self-contained, EH, elementary)
Form II (1,7,1-4) (FTE teachers itinerant, SH, program levels)
Form II (3&5,8,1-2) (FTE teachers by resource and self-contained, VH, elementary)
Form II (1,8,1-2) (FTE teachers itinerant, VH, elementary)
Form II (1&3&5,8,3-4) (FTE teachers by service delivery, VH, secondary)

* see "Administrative Procedures for the Special Education Program" Pages 15 and 16

[ADA or ADCL/Number of FTE]

Management Questions	Analyses
5.91 (Continued)	5.91 (2) (Continued)
VH Resource and Self Contained Elementary	
For $\substack{\text{CDE148}\\ \text{Form II}}(3\&5,8,1\text{-}2)$ if $X > 10^*$; then:	$\left\{\dfrac{[(X)-(10)]\cdot\left[\sum_{\text{LEA's}}\substack{\text{CDE148}\\ \text{Form II}}(3\&5,8,1\text{-}2)\right]}{10}\right\} = Y_9$
Itinerant Elementary	
For $\substack{\text{CDE148}\\ \text{Form II}}(1,8,1\text{-}2)$ if $X > 20^*$; then:	$\left\{\dfrac{[(X)-(20)]\cdot\left[\sum_{\text{LEA's}}\substack{\text{CDE148}\\ \text{Form II}}(1,8,1\text{-}2)\right]}{20}\right\} = Y_{10}$
All Programs, Secondary	
For $\substack{\text{CDE148}\\ \text{Form II}}(1\&3\&5,8,3\text{-}4)$ if $X > 20^*$; then:	$\left\{\dfrac{[(X)-(20)]\cdot\left[\sum_{\text{LEA's}}\substack{\text{CDE148}\\ \text{Form II}}(1\&3\&5,8,3\text{-}4)\right]}{20}\right\} = Y_{11}$
	5.91 (3) Adequacy of Budgeting Sum the amounts paid for FTE salaries for 71-72 to the additional FTE salaries planned for 72-73 across LEA's and by handicap cond tion and divide by the sum of the FTE teachers for 71-72 added to the additional FTE teachers planned 72-73 across LEA's by handicap condition. Multiply these average salaries for each handicap condition the number of additional personnel needed (Y)

Analyses

Data Items

ed)

5.91 See 5.91 on preceding page

$$\left. \frac{\left[\sum_{\text{A's}} \text{CDE148}_{\text{Form II}}(3\&5,8,1\text{-}2)\right]}{0} \right\} = Y_9$$

$$\left. \frac{\left[\sum_{\text{A's}} \text{CDE148}_{\text{Form II}}(1,8,1\text{-}2)\right]}{0} \right\} = Y_{10}$$

$$\left. \frac{\left[\sum_{\text{LEA's}} \text{CDE148}_{\text{Form II}}(1\&3\&5,8,3\text{-}4)\right]}{20} \right\} = Y_{11}$$

Budgeting Sum the amounts paid for FTE
r 71-72 to the additional FTE salaries
72-73 across LEA's and by handicap condi-
vide by the sum of the FTE teachers for
to the additional FTE teachers planned for
s LEA's by handicap condition. Multiply
ge salaries for each handicap condition by
of additional personnel needed (Y)

5.91 (3) AH

CDE 148 - Form VII (1,16) (FTE salaries 71-72, AH supervisors)
(2,16) (FTE salaries Sept. 72-73, AH supervisors)
(3,16) (FTE salaries Jan. 72-73, AH supervisors)
(1,17) (FTE salaries 71-72, AH teachers)
(2,17) (FTE salaries Sept. 72-73, AH teachers)
(3,17) (FTE salaries Jan. 72-73, AH teachers)
(1,18) (FTE salaries 71-72, audiologists)
(2,18) (FTE salaries Sept 72-73, audiologists)

Management Questions . Analyses

5.91 (3) (Continued) 5.91 (3)

AH

$$\left[\frac{\sum_{\text{LEA's}} \text{CDE148 Form VII} (1,16)+(2,16)+(3,16)+(1,17)+(2,17)+(3,17)+(1,18)+(2,18)+(3,18)+(1,19)+(2,19)+(3,19)}{\sum_{\text{LEA's}} \text{CDE148 Form VI} (1,16)+(1,17)+(1,18)+(1,19)+(6,16)+(6,17)+(6,18)+(6,19)+(7,16)+(7,17)+(7,18)+(7,19)}\right]$$

EH

$$\left[\frac{\sum_{\text{LEA's}} \text{CDE148 Form VII} (1,25)+(2,25)+(3,25)+(1,26)+(2,26)+(3,26)+(1,27)+(2,27)+(3,27)}{\sum_{\text{LEA's}} \text{CDE148 Form VI} (1,25)+(1,26)+(1,27)+(6,25)+(6,26)+(6,27)+(7,25)+(7,26)+(7,27)}\right] \cdot \left[(Y_3)+(Y_4)\right]$$

PH

$$\left[\frac{\sum_{\text{LEA's}} \text{CDE148 Form VII} (1,28)+(2,28)+(3,28)+(1,29)+(2,29)+(3,29)+(1,30)+(2,30)+(3,30)}{\sum_{\text{LEA's}} \text{CDE148 Form VI} (1,28)+(1,29)+(1,30)+(6,28)+(6,29)+(6,30)+(7,28)+(7,29)+(7,30)}\right] \cdot \left[(Y_5)+(Y_6)+(Y_7)\right]$$

SH

$$\left[\frac{\sum_{\text{LEA's}} \text{CDE148 Form VII} (1,31)+(2,31)+(3,31)+(1,32)+(2,32)+(3,32)+(1,33)+(2,33)+(3,33)}{\sum_{\text{LEA's}} \text{CDE148 Form VI} (1,31)+(1,32)+(1,33)+(6,31)+(6,32)+(6,33)+(7,31)+(7,32)+(7,33)}\right] \cdot (Y_8)$$

nalyses

$$\left.\frac{2,18)+(3,18)+(1,19)+(2,19)+(3,19)}{6,19)+(7,16)+(7,17)+(7,18)+(7,19)}\right] \cdot \left[(Y_1)+(Y_2)\right]$$

$$\left.\frac{2,27)+(3,27)}{7,26)+(7,27)}\right] \cdot \left[(Y_3)+(Y_4)\right]$$

$$\left.\frac{(2,30)+(3,30)}{(7,29)+(7,30)}\right] \cdot \left[(Y_5)+(Y_6)+(Y_7)\right]$$

$$\left.\frac{2,33)+(3,33)}{7,32)+(7,33)}\right] \cdot (Y_8)$$

Data Items

5.91 (3) AH (Continued)
CDE 148 - Form VII (3,18) (FTE salaries Jan. 72-73, audiologists)
(1,19) (FTE salaries 71-72, AH aides)
(2,19) (FTE salaries Sept. 72-73, AH aides)
(3,19) (FTE salaries Jan. 72-73, AH aides)
Form VI (1,16) (FTE personnel 71-72, AH supervisors)
(1,17) (FTE personnel 71-72, AH teachers)
(1,18) (FTE personnel 71-72, audiologists)
(1,19) (FTE personnel 71-72, AH aides)
(6,16) (FTE personnel Sept. 72-73, AH supervisors)
(6,17) (FTE personnel Sept. 72-73, AH teachers)
(6,18) (FTE personnel Sept. 72-73, audiologists)
(6,19) (FTE personnel Sept. 72-73, AH aides)
(7,16) (FTE personnel Jan. 72-73, AH supervisors)
(7,17) (FTE personnel Jan. 72-73, AH teachers)
(7,18) (FTE personnel Jan. 72-73, audiologists)
(7,19) (FTE personnel Jan. 72-73, AH aides)

EH
CDE 148 - Form VII (1,25) (FTE salaries 71-72, EH supervisors)
(2,25) (FTE salaries Sept. 72-73, EH supervisors)
(3,25) (FTE salaries Jan. 72-73, EH supervisors)

Management Questions	Analyses
5.91 (3)	5.91 (3)

$$\underline{\underline{VH}}\left[\frac{\sum\limits_{LEA's} \begin{array}{l}CDE148\\ Form\ VII\end{array} (1,34)+(2,34)+(3,34)+(1,35)+(2,35)+(3,35)+(1,36)+(2,36)+(3,36)+(1,37)+(2,37)+(3,37)}{\sum\limits_{LEA's} \begin{array}{l}CDE148\\ Form\ VI\end{array} (1,34)+(1,35)+(1,36)+(1,37)+(6,34)+(6,35)+(6,36)+(6,37)+(7,34)+(7,35)+(7,36)+(7,37)}\right.$$

Analyses

Data Items

$$\left[\frac{,35)+(1,36)+(2,36)+(3,36)+(1,37)+(2,37)+(3,37)}{,35)+(6,36)+(6,37)+(7,34)+(7,35)+(7,36)+(7,37)}\right] \cdot \left[(Y_9)+(Y_{10})+(Y_{11})\right]$$

.91 (3) EH (Continued)

CDE 148 - Form VII (1,26) (FTE salaries 71-72, EH teachers)
(2,26)(FTE salaries Sept. 72-73, EH teachers)
(3,26) (FTE salaries Jan. 72-73, EH teachers)
(1,27) (FTE salaries 71-72, EH aides)
(2,27) (FTE salaries Sept. 72-73, EH aides)
(3,27) (FTE salaries Jan. 72-73, EH aides)
Form VI (1,25) (FTE personnel 71-72, EH supervisors)
(1,26) (FTE personnel 71-72, EH teachers)
(1,27) (FTE personnel 71-72, EH aides)
(6,25) (FTE personnel Sept. 72-73, EH supervisors)
(6,26) (FTE personnel Sept. 72-73, EH teachers)
(6,27) (FTE personnel Sept. 72-73, EH aides)
(7,25) FTE personnel Jan. 72-73, EH supervisors)
(7,26) (FTE personnel Jan. 72-73, EH teachers)
(7,27) (FTE personnel Jan. 72-73, EH aides)

PH

CDE 148 - Form VII (1,28) (FTE salaries 71-72, PH supervisors)
(2,28) (FTE salaries Sept. 72-73, PH supervisors)
(3,28) (FTE salaries Jan. 72-73, PH supervisors)

Management Questions	Analyses
5.91 (3) What common set of circumstances exist in LEA's which might impede the establishment of or continuation of Special Education programs for each handicap area?	5.91(3) See 5.91 on preceding page

Analyses	Data Items
91 on preceding page	5.91(3) PH (Continued) CDE 148 - Form VII (1,29) (FTE salaries 71-72, PH teachers) (2,29) (FTE salaries Sept. 72-73, PH teachers) (3,29) (FTE salaries Jan. 72-73, PH teachers) (1,30) (FTE salaries 71-72, PH aides) (2,30) (FTE salaries Sept. 72-73, PH aides) (3,30) (FTE salaries Jan. 72-73, PH aides) Form VI (1,28) (FTE personnel 71-72, PH supervisors) (1,29) (FTE personnel 71-72, PH teachers) (1,30) (FTE personnel 71-72, PH aides) (6,28) (FTE personnel Sept. 72-73, PH supervisors) (6,29) (FTE personnel Sept. 72-73, PH teachers) (6,30) (FTE personnel Sept. 72-73, PH aides) (7,28) (FTE personnel Jan. 72-73, PH supervisors) (7,29) (FTE personnel Jan. 72-73, PH teachers) (7,30) (FTE personnel Jan.72-73, PH aides)
	SH CDE 148 - Form VII (1,31) (FTE salaries 71-72 , SH supervisors) (2,31) (FTE salaries Sept. 72-73, SH supervisors) (3,31) (FTE salaries Jan. 72-73, SH supervisors) (1,32) (FTE salaries 71-72, SH teachers)

Management Questions	Analyses
5.91 (3) What common set of circumstances exist in LEA's which might impede the establishment of or continuation of Special Education programs for each handicap area?	5.91 (3) See 5.91 (3) on preceding page

Analyses	Data Items
See 5.91 (3) on preceding page	5.91 (3) SH (Continued) CDE 148 - Form VII (2,32) (FTE salaries Sept. 72-73, SH teachers) (3,32) (FTE salaries Jan. 72-73, SH teachers) (1,33) (FTE salaries 71-72, SH aides) (2,33) (FTE salaries Sept. 72-73, SH aides) (3,33) (FTE salaries Jan. 72-73, SH aides) Form VI (1,31) (FTE personnel 71-72, SH supervisors) (1,32) (FTE personnel 71-72, SH teachers) (1,33) (FTE personnel 71-72, SH aides) (6,31) (FTE personnel Sept. 72-73, SH supervisors) (6,32) (FTE personnel Sept. 72-73, SH teachers) (6,33) (FTE personnel Sept. 72-73, SH aides) (7,31) (FTE personnel Jan. 72-73, SH supervisors) (7,32) (FTE personnel Jan. 72-73, SH teachers) (7,33) (FTE personnel Jan. 72-73, SH aides) VH CDE 148 - Form VII (1,34) (FTE salaries 71-72, VH supervisors) (2,34) (FTE salaries Sept. 72-73, VH supervisors) (3,34) (FTE salaries Jan. 72-73, VH supervisors) (1,35) (FTE salaries 71-72, VH teachers)

Management Questions	Analyses
5.91 (3) What common set of circumstances exist in LEA's which might impede the establishment of or continuation of Special Education programs for each handicap area?	5.91 (3) See 5.91 (3) on preceding page

Analyses	Data Items
on preceding page	5.91 (3) VH (Continued) CDE 148 - Form VII (2,35) (FTE salaries Sept. 72-73, VH teachers) (3,35) (FTE salaries Jan. 72-73, VH teachers) (1,36) (FTE salaries 71-72, mobility spec.) (2,36) (FTE salaries Sept. 72-73, mobility spec.) (3,36) (FTE salaries Jan. 72-73, mobility spec.) (1,37) (FTE salaries 71-72, VH aides) (2,37) (FTE salaries Sept. 72-73, VH aides) (3,37) (FTE salaries Jan. 72-73, VH aides) Form VI (1,34) (FTE personnel 71-72, VH supervisors) (1,35) (FTE personnel 71-72, VH teachers) (1,36) (FTE personnel 71-72, mobility spec.) (1,37) (FTE personnel 71-72, VH aides) (6,34) (FTE personnel Sept. 72-73, VH supervisors) (6,35) (FTE personnel Sept. 72-73, VH teachers) (6,36) (FTE personnel Sept. 72-73, mobility spec.) (6,37) (FTE personnel Sept. 72-73, VH aides) (7,34) (FTE personnel Jan. 72-73, VH supervisors) (7,35) (FTE personnel Jan. 72-73, VH teachers) (7,36) (FTE personnel Jan. 72-73, mobility spec.) (7,37) (FTE personnel Jan. 72-73, VH aides)

Management Questions

Analyses

5.92 What unique set of circumstances exist in LEA's which might impede the establishment or continuation of Special Ed. programs for each handicap area?

5.92(1) Needs identified by needs assessment

(2) Adequacy of Staffing Sum the ADA and ADCL by condition and by service delivery and add the on placement waiting lists and divide by the the number of FTE teachers by LEA's and by ha condition and by service delivery. These tot then compared to the standards specified in t "Administrative Procedures for the Special Ed and the difference between them divided by th standard to obtain the approximate number of necessary to satisfy the needs

$$\left[\frac{\overset{\text{CDE148}}{\text{Form II}}(2\&4\&6,1\&3\&6\text{-}8,1\text{-}4\ ,1\text{-}n) + \overset{\text{CDE148}}{\text{Form VIII}}(7,2\&4\&6\text{-}8,1\text{-}4,1\text{-}n)}{\overset{\text{CDE148}}{\text{Form II}}(1\&3\&5,1\&3\&6\text{-}8,1\text{-}4,1\text{-}n)}\right] = X = (\text{projected ADA and ADCL})$$

AH Elementary

Y = nu
teach

For $\overset{\text{CDE148}}{\text{Form II}}(1\&3\&5,1,1\text{-}2)$ if $X > 8$*; then:

$$\left\{\frac{[(X)-(8)] \cdot \left[\overset{\text{CDE148}}{\text{Form II}}(1\&3\&5,1,1\text{-}2,1\text{-}n)\right]}{8}\right\} = Y_1$$

Secondary

For $\overset{\text{CDE148}}{\text{Form II}}(1\&3\&5,1,3\text{-}4)$ if $X > 10$*; then:

$$\left\{\frac{[(X)-(10)] \cdot \left[\overset{\text{CDE148}}{\text{Form II}}(1\&3\&5,1,3\text{-}4,1\text{-}n)\right]}{10}\right\} = Y_2$$

EH Itinerant and Resource

For $\overset{\text{CDE148}}{\text{Form II}}(1\&3,3,1\text{-}4)$ if $X > 15$*; then:

$$\left\{\frac{[(X)-(15)] \cdot \left[\overset{\text{CDE148}}{\text{Form II}}(1\&3,3,1\text{-}4,1\text{-}n)\right]}{15}\right\} = Y_3$$

Analyses

eds assessment

Sum the ADA and ADCL by handicap
ice delivery and add the number
lists and divide by the sum of
chers by LEA's and by handicap
ice delivery. These totals are
standards specified in the
dures for the Special Ed Program"
tween them divided by the
he approximate number of teachers
the needs

(projected ADA and ADCL)

Y = number of teachers needed

3&5,1,1-2,1-n) } = Y_1

&5,1,3-4,1-n) } = Y_2

,3,1-4,1-n) } = Y_3

Data Items

5.92 (1) None availabl

[illegible]

(2) CDE 148 - Form II (2&4&6,1&3&6-8, 1-4,1-n) (ADA and ADCL by service delivery, handicap condition, program level, LEA's)

Form VIII (7,2&4&6-8,1-4,1-n) (number on placement waiting list, handicap condition, program level, LEA's)

Form II (1&3&5,1&3&6-8,1-4,1-n) (resource & itinerant & self contained teachers, AH&EH&PH&SH&VH, program levels, all LEA's)

Form II (1&3&5,1,1-2,1-n) (FTE teachers by service delivery, AH, elementary, LEA's)

Form II (1&3&5,1,3-4,1-n) (FTE teachers by service delivery, AH, secondary, LEA's)

Form II (1&3&3,3,1-4,1-n) (FTE teachers by itinerant and self contained, EH, program levels, LEA's)

Form II (5,3,1-4,1-n) (FTE teachers self contained, EH, program levels, LEA's)

Form II (1,6,1-2,1-n) (FTE teachers itinerant, PH, elementary, LEA's)

Form II (1&3&5,6,3-4,1-n) (FTE teachers by service delivery, EH, secondary, LEA's)

Form II (3&5,6,1-2,1-n) (FTE teachers by resource and self contained, EH, elementary, LEA's)

Form II (1,7,1-4,1-n) (FTE teachers itinerant, SH, program levels, LEA's)

Form II (3&5,8,1-2,1-n) (FTE teachers by resource and self contained, VH, elementary, LEA's)

Management Questions | Analyses

5.92 (Continued)

5.92 (2) (Continued)

Self Contained

For $\substack{\text{CDE148}\\ \text{Form II}}(5,3,1\text{-}4)$ if $X > 10^*$; then: $\left\{\frac{\left[(X)-(10)\right] \cdot \left[\substack{\text{CDE148}\\ \text{Form II}}(5,3,1\text{-}4,1\text{-}n)\right]}{10}\right\} = Y_4$

PH Itinerant-Elementary

For $\substack{\text{CDE148}\\ \text{Form II}}(1,6,1\text{-}2)$ if $X > 20^*$; then: $\left\{\frac{\left[(X)-(20)\right] \cdot \left[\substack{\text{CDE148}\\ \text{Form II}}(1,6,1\text{-}2,1\text{-}n)\right]}{20}\right\} = Y_5$

All Programs, Secondary

For $\substack{\text{CDE148}\\ \text{Form II}}(1\&3\&5,6,3\text{-}4)$ if $X > 20^*$; then: $\left\{\frac{\left[(X)-(30)\right] \cdot \left[\substack{\text{CDE148}\\ \text{Form II}}(1\&3\&5,6,3\text{-}4,1\text{-}n)\right]}{20}\right\} = Y_6$

Resource and Self Contained Elementary

For $\substack{\text{CDE148}\\ \text{Form II}}(3\&5,6,1\text{-}2)$ if $X > 15^*$; then: $\left\{\frac{\left[(X)-(15)\right] \cdot \left[\substack{\text{CDE148}\\ \text{Form II}}(3\&5,6,1\text{-}2,1\text{-}n)\right]}{15}\right\} = Y_7$

SH

For $\substack{\text{CDE148}\\ \text{Form II}}(1.7,1\text{-}4)$ if $X > 90^*$; then: $\left\{\frac{\left[(X)-(90)\right] \cdot \left[\substack{\text{CDE148}\\ \text{Form II}}(1,7,1\text{-}4,1\text{-}n)\right]}{90}\right\} = Y_8$

VH Resource and Self Contained Elementary

For $\substack{\text{CDE148}\\ \text{Form II}}(3\&5,8,1\text{-}2)$ if $X > 10^*$; then: $\left\{\frac{\left[(X)-(10)\right] \cdot \left[\substack{\text{CDE 148}\\ \text{Form II}}(3\&5,8,1\text{-}2,1\text{-}n)\right]}{10}\right\} = Y_9$

Analyses

,3,1-4,1-n) = Y_4

,6,1-2,1-n) = Y_5

1&3&5,6,3-4,1-n) = Y_6

&5,6,1-2,1-n) = Y_7

,7,1-4,1-n) = Y_8

(3&5,8,1-2,1-n) = Y_9

Data Items

5.92 (2) CDE 148 - Form II (1,8,1-2,1-n)
(FTE teachers itinerant, VH, elementary, LEA's)
Form II (1&3&5,8,3-4,1-n) (FTE teachers by service delivery, VH, secondary, LEA's)

* see "Administrative Procedures for the Special Education Program" Pages 15 and 16

[ADA or ADCL/4 of FTE]

Management Questions

5.92 (Continued)

Itinerant Elementary

For $\frac{\text{CDE148}}{\text{Form II}}(1,8,1\text{-}2)$ if X > 20*; then:

All Programs, Secondary

For $\frac{\text{CDE148}}{\text{Form II}}(1\&3\&5,8,3\text{-}4)$ if X > 20*; then

Analyses

5.92 (2) (Continued)

$$\left\{\frac{\left[(X)-(20)\right]\cdot\left[\frac{\text{CDE148}}{\text{Form II}}(1,8,1\text{-}2,1\text{-}n)\right]}{20}\right\} = Y_{10}$$

$$\left\{\frac{\left[(X)-(20)\right]\cdot\left[\frac{\text{CDE148}}{\text{Form II}}(1\&3\&5,8,3\text{-}4,1\text{-}n)\right]}{20}\right\} = Y_{11}$$

3. (3) Adequacy of Budgeting Sum the amounts paid for
salaries for 71-72 to the additional FTE salari
planned for 72-73 across LEA's and by handicap
tion and divide by the sum of the FTE teachers
71-72 added to the additional FTE teachers plan
for 72-73 across LEA's by handicap condition.
Multiply these average salaries for each handica
condition by the number of additional personnel
(Y).

AH

$$\frac{\frac{\text{CDE148}}{\text{Form VII}}(1,16,1\text{-}n)+(2,16,1\text{-}n)+(3,16,1\text{-}n)+(1,17,1\text{-}n)+(2,17,1\text{-}n)+(3,17,1\text{-}n)+(1,18,1\text{-}n)+(2,18,1\text{-}n)+(3,1}{\frac{\text{CDE148}}{\text{Form VI}}(1,1\text{[illegible]},1\text{-}n)+(1,17,1\text{-}n)+(1,18,1\text{-}n)+(1,19,1\text{-}n)+(6,16,1\text{-}n)+(6,17,1\text{-}n)+(6,18,1\text{-}n)+(6,19,1\text{-}n)+(7,1}$$

EH

$$\frac{\frac{\text{CDE148}}{\text{Form VII}}(1,25,1\text{-}n)+(2,25,1\text{-}n)+(3,25,1\text{-}n)+(1,26,1\text{-}n)+(2,26,1\text{-}n)+(3,26,1\text{-}n)+(1,27,1\text{-}n)+(2,27,1\text{-}n)+(3,27}{\frac{\text{CDE148}}{\text{Form VI}}(1,25,1\text{-}n)+(1,26,1\text{-}n)+(1,27,1\text{-}n)+(6,25,1\text{-}n)+(6,26,1\text{-}n)+(6,27,1\text{-}n)+(7,25,1\text{-}n)+(7,26,1\text{-}n)+(7,27}$$

PH

$$\frac{\frac{\text{CDE148}}{\text{Form VII}}(1,28,1\text{-}n)+(2,28,1\text{-}n)+(3,28,1\text{-}n)+(1,29,1\text{-}n)+(2,29,1\text{-}n)+(3,29,1\text{-}n)+(1,30,1\text{-}n)+(2,30,1\text{-}n)+(3,30}{\frac{\text{CDE148}}{\text{Form VI}}(1,28,1\text{-}n)+(1,29,1\text{-}n)+(1,30,1\text{-}n)+(6,28,1\text{-}n)+(6,29,1\text{-}n)+(6,30,1\text{-}n)+(7,28,1\text{-}n)+(7,29,1\text{-}n)+(7.30}$$

Analyses

ntinued)

$$\cdot \left.\frac{\left[\text{CDE148 Form II}(1,8,1\text{-}2,1\text{-}n)\right]}{20}\right\} = Y_{10}$$

$$\cdot \left.\frac{\left[\text{CDE148 Form II}(1\&3\&5,8,3\text{-}4,1\text{-}n)\right]}{20}\right\} = Y_{11}$$

quacy of Budgeting Sum the amounts paid for FTE laries for 71-72 to the additional FTE salaries anned for 72-73 across LEA's and by handicap condion and divide by the sum of the FTE teachers for -72 added to the additional FTE teachers planned r 72-73 across LEA's by handicap condition. ltiply these average salaries for each handicap ndition by the number of additional personnel needed).

$$\left.\frac{17,1\text{-}n)+(3,17,1\text{-}n)+(1,18,1\text{-}n)+(2,18,1\text{-}n)+(3,18,1\text{-}n)+(1,19,1\text{-}n)+(2,19,1\text{-}n)+(3,19,1\text{-}n)}{16,1\text{-}n)+(6,17,1\text{-}n)+(6,18,1\text{-}n)+(6,19,1\text{-}n)+(7,16,1\text{-}n)+(7,17,1\text{-}n)+(7,18,1\text{-}n)+(7,19,1\text{-}n)}\right] \cdot \left[(Y_1)+(Y_2)\right]$$

$$\left.\frac{26,1\text{-}n)+(3,26,1\text{-}n)+(1,27,1\text{-}n)+(2,27,1\text{-}n)+(3,27,1\text{-}n)}{26,1\text{-}n)+(6,27,1\text{-}n)+(7,25,1\text{-}n)+(7,26,1\text{-}n)+(7,27,1\text{-}n)}\right] \cdot \left[(Y_3)+(Y_4)\right]$$

$$\left.\frac{29,1\text{-}n)+(3,29,1\text{-}n)+(1,30,1\text{-}n)+(2,30,1\text{-}n)+(3,30,1\text{-}n)}{29,1\text{-}n)+(6,30,1\text{-}n)+(7,28,1\text{-}n)+(7,29,1\text{-}n)+(7,30,1\text{-}n)}\right] \cdot \left[(Y_5)+(Y_6)+(Y_7)\right]$$

Data Items

5.92 See 5.92 (2) on preceding page

5.92 (Continued)

SH

$$\left[\frac{\text{CDE148 Form VII}\ (1,31,1-n)+(2,31,1-n)+(3,31,1-n)+(1,32,1-n)+(2,32,1-n)+(3,32,1-n)+(1,33,1-n)+(2,33,1-n)+(3,}{\text{CDE148 Form VI}\ (1,31,1-n)+(1,32,1-n)+(1,33,1-n)+(6,31,1-n)+(6,32,1-n)+(6,33,1-n)+(7,31,1-n)+(7,32,1-n)+(7,}\right.$$

VH

$$\left[\frac{\text{CDE148 Form VII}\ (1,34,1-n)+(2,34,1-n)+(3,34,1-n)+(1,35,1-n)+(2,35,1-n)+(3,35,1-n)+(1,36,1-n)+(2,36,1-n)+(3,}{\text{CDE148 Form VI}\ (1,34,1-n)+(1,35,1-n)+(1,36,1-n)+(1,37,1-n)+(6,34,1-n)+(6,35,1-n)+(6,36,1-n)+(6,37,1-n)+(7,}\right.$$

Analyses

Data Items

5.92 (3) See 5.92 (3) on preceding page

$$\left.\frac{1\text{-}n)+(3,32,1\text{-}n)+(1,33,1\text{-}n)+(2,33,1\text{-}n)+(3,33,1\text{-}n)}{1\text{-}n)+(6,33,1\text{-}n)+(7,31,1\text{-}n)+(7,32,1\text{-}n)+(7,33,1\text{-}n)}\right] \cdot \left[(Y_8)\right]$$

$$\left.\frac{1\text{-}n)+(3,35,1\text{-}n)+(1,36,1\text{-}n)+(2,36,1\text{-}n)+(3,36,1\text{-}n)+(1,37,1\text{-}n)+(2,37,1\text{-}n)+(3,37,1\text{-}n)}{1\text{-}n)+(6,35,1\text{-}n)+(6,36,1\text{-}n)+(6,37,1\text{-}n)+(7,34,1\text{-}n)+(7,35,1\text{-}n)+(7,36,1\text{-}n)+(7,37,1\text{-}n)}\right] \cdot \left[\begin{matrix}(Y_9)+(Y_{10})+ \\ (Y_{11})\end{matrix}\right]$$

(3) AH
CDE 148 - Form VII (1,16,1-n) (FTE salaries 71-72, AH supervisors, LEA's)
(2,16,1-n) (FTE salaries Sept. 72-73, AH supervisors, LEA's)
(3,16,1-n) (FTE salaries Jan. 72-73, AH supervisors, LEA's)
(1,17,1-n) (FTE salaries 71-72, AH teachers, LEA's)
(2,17,1-n) (FTE salaries Sept. 72-73, AH teachers, LEA's)
(3,17,1-n) (FTE salaries Jan. 72-73, AH teachers, LEA's)
(1,18,1-n) (FTE salaries 71-72, audiologists, LEA's)
(2,18,1-n) (FTE salaries Sept. 72-73, audiologists, LEA's)
(3,18,1-n) (FTE salaries 72-73, audiologists, LEA's)
(1,19,1-n) (FTE salaries 71-72, AH aides, LEA's)

Management Questions	Analyses
5.92 (Continued) What unique set of circumstances exist in LEA's which might impede the establishment of a continuation of Special Ed. programs for each handicap area?	5.92. (3) See 5.92 (3) on preceding page

Analyses	Data Items
(3) on preceding page	5.92 (3) AH (Continued) CDE 148 - Form VII (2,19,1-n) (FTE salaries Sept 72-73,AH aides, LEA's) (3,19,1-n) (FTE salaries Jan. 72-73, AH aides, LEA's) Form VI (1,16,1-n) (FTE personnel 71-72, AH supervisors, LEA's) (1,17,1-n) (FTE personnel 71-72, AH teachers, LEA's) (1,18,1-n) (FTE personnel 71-72, audiologists, LEA's) (1,19,1-n) (FTE personnel 71-72, AH aides, LEA's) (6,16,1-n) (FTE personnel Sept. 72-73, AH supervisors, LEA's) (6,17,1-n) (FTE personnel Sept. 72-73, AH teachers, LEA's) (6,18,1-n) (FTE personnel Sept. 72-73, audiologists, LEA's) (6,19,1-n) (FTE personnel Sept. 72-73, AH aides, LEA's) (7,16,1-n) (FTE personnel Jan. 72-73, AH supervisors, LEA's) (7,17,1-n) (FTE personnel Jan. 72-73, AH teachers, LEA's) (7,18,1-n) (FTE personnel Jan. 72-73, audiologists, LEA's) (7,19,1-n) (FTE personnel Jan. 72-73, AH aides, LEA's)
	EH CDE 148 - Form VII (1,25,1-n) (FTE salaries 71-72, EH supervisors, LEA's) (2,25,1-n) (FTE salaries Sept. 72-73, EH supervisors, LEA's) (3,25,1-n) (FTE salaries Jan. 72-73, EH supervisors, LEA's) (1,26,1-n) (FTE salaries 71-72, EH teachers, LEA's)

Management Questions	Analyses
5.92 (Continued) What unique set of circumstances exist in LEA's which might impede the establishment of a continuation of Special Ed. programs for each handicap area?	5.92 (3) See 5.93 (3) on preceding page

Analyses

3 (3) on preceding page

5.93(3) EH (Continued)
CDE 148 - Form VII (2,26,1-n) (FTE salaries Sept. 72-73, EH teachers, LEA's)
(3,26,1-n) (FTE salaries Jan. 72-73, EH teachers, LEA's)
(1,27,1-n) (FTE salaries 71-72, EH aides, LEA's)
(2,27,1-n) (FTE salaries Sept. 72-73, EH aides, LEA's)
(3,27,1-n) (FTE salaries Jan. 72-73, EH aides, LEA's)
Form VI (1,25,1-n) (FTE personnel 71-72, EH supervisors, LEA's)
(1,26,1-n) (FTE personnel 71-72, EH teachers, LEA's)
(1,27,1-n) (FTE personnel 71-72, EH aides, LEA's)
(6,25,1-n) (FTE personnel Sept. 72-73, EH supervisors, LEA's)
(6,26,1-n) (FTE personnel Sept. 72-73, EH teachers, LEA's)
(6,27,1-n) (FTE personnel Sept. 72-73, EH aides, LEA's)
(7,25,1-n) (FTE personnel Jan. 72-73, EH supervisors, LEA's)
(7,26,1-n) (FTE personnel Jan. 72-73, EH teachers, LEA's)
(7,27,1-n) (FTE personnel Jan. 72-73, EH aides, LEA's)

PH
CDE 148 - Form VII (1,28,1-n) (FTE salaries 71-72, PH supervisors, LEA's)
(2,28,1-n) (FTE salaries Sept. 72-73, PH supervisors, LEA's)
(3,28,1-n) (FTE salaries Jan. 72-73, PH supervisors, LEA's)
(1,29,1-n) (FTE salaries 71-72, PH teachers, LEA's)

	Management Questions		Analyses
5.92	(Continued) What unique set of circumstances exist in LEA's which might impede the establishment of a continuation of Special Ed. programs for each handicap area?	5.92 (3)	See 5.92 (3) on preceding page

9/12/72

Analyses		Data Items
e 5.92 (3) on preceding page	5.92	(3) PH (Continued) CDE 148 - Form VII (2,29,1-n) (FTE salaries Sept. 72-73, PH teachers, LEA's) (3,29,1-n) (FTE salaries Jan. 72-73, PH teachers, LEA's) (1,30,1-n) (FTE salaries 71-72, PH aides, LEA's) (2,30,1-n) (FTE salaries Sept. 72-73, PH aides, LEA's) (3,30,1-n) (FTE salaries Jan. 72-73, PH aides, LEA's) Form VI (1,28,1-n) (FTE personnel 71-72, PH supervisors, LEA's) (1,29,1-n) (FTE personnel 71-72, PH teachers, LEA's) (1,30,1-n) (FTE personnel 71-72, PH aides, LEA's) (6,28,1-n) (FTE personnel Sept. 72-73, PH supervisors, LEA's) (6,29,1-n) (FTE personnel Sept. 72-73, PH teachers, LEA's) (6,30,1-n) (FTE personnel Sept. 72-73, PH aides, LEA's) (7,28,1-n) (FTE personnel, Jan. 72-73, PH supervisors, LEA's) (7,29,1-n) (FTE personnel Jan. 72-73, PH teachers, LEA's) (7,30,1-n) (FTE personnel Jan. 72-73, PH aides, LEA's) SH CDE 148 - Form VII (1,31,1-n) (FTE salaries 71-72, SH supervisors, LEA's) (2,31,1-n) (FTE salaries Sept. 72-73, SH supervisors, LEA's) (3,31,1-n) (FTE salaries Jan. 72-73, SH supervisors, LEA's) (1,32,1-n) (FTE salaries 71-72, SH teachers, LEA's)

Management Questions		Analyses
5.92 (Continued) What unique set of circumstances exist in LEA's which might impede the establishment of a continuation of Special Ed. programs for each handicap area?	5.92 (3)	See 5.92 (3) on preceding page

Analyses	Data Items
See 5.92 (3) on preceding page	5.92 (3) SH (Continued) CDE 148 - Form VII (2,32,1-n) (FTE salaries Sept. 72-73, SH teachers, LEA's) (3,32,1-n) (FTE salaries Jan. 72-73, SH teachers, LEA's) (1,33,1-n) (FTE salaries 71-72, SH aides, LEA's) (2,33,1-n) (FTE salaries Sept. 72-73, SH aides, LEA's) (3,33,1-n) (FTE salaries Jan. 72-73, SH aides, LEA's) Form VI (1,31,1-n) (FTE personnel 71-72, SH supervisors, LEA's) (1,32,1-n) (FTE personnel 71-72, SH teachers, LEA's) (1,33,1-n) (FTE personnel 71-72, SH aides, LEA's) (6,31,1-n) (FTE personnel Sept. 72-73, SH supervisors, LEA's) (6,32,1-n) (FTE personnel Sept. 72-73, SH teachers, LEA's) (6,33,1-n) (FTE personnel Sept. 72-73, SH aides, LEA's) (7,31,1-n) (FTE personnel Jan. 72-73, SH supervisors, LEA's) (7,32,1-n) (FTE personnel Jan. 72-73, SH teachers, LEA's) (7,33,1-n) (FTE personnel Jan. 72-73, SH aides, LEA's) VH CDE 148 - Form VII (1,34,1-n) (FTE salaries 71-72, VH supervisors, LEA's) (2,34,1-n) (FTE salaries Sept. 72-73, VH supervisors, LEA's) (3,34,1-n) (FTE salaries Jan. 72-73, VH supervisors, LEA's) (1,35,1-n) (FTE salaries 71-72, VH teachers, LEA's)

	Management Questions		Analyses
5.92	(Continued) What unique set of circumstances exist in LEA's which might impede the establishment of a continuation of Special Ed. programs for each handicap area?	5.92	(3) See 5.92 (3) on preceding pages

Analyses	Data Items
92 (3) on preceding pages	5.92 (3) VH (Continued) CDE 148 - Form VII (2,35,1-n) (FTE salaries Sept. 72-73, VH teachers, LEA's) (3,35,1-n) (FTE salaries Jan. 72-73, VH teachers, LEA's) (1,36,1-n) (FTE salaries 71-72, mobility spec., LEA's) (2,36,1-n) (FTE salaries Sept. 72-73, mobility spec., LEA's) (3,36,1-n) FTE salaries 71-72, VH aides, LEA's) (1,37,1-n) (FTE salaries 71-72, VH aides, LEA's) (2,37,1-n) (FTE salaries Sept. 72-73, VH aides, LEA's) (3,37,1-n) (FTE salaries Jan. 72-73, VH aides, LEA's) Form VI (1,34,1-n) (FTE personnel 71-72, VH supervisors, LEA's) (1,35,1-n) (FTE personnel 71-72, VH teachers, LEA's) (1,36,1-n) (FTE personnel 71-72, mobility spec., LEA's) (1,37,1-n) (FTE personnel 71-72, VH aides, LEA's) (6,34,1-n) (FTE personnel Sept. 72-73, VH supervisors, LEA's) (6,35,1-n) (FTE personnel Sept. 72-73, VH teachers, LEA's) (6,36,1-n) (FTE personnel Sept. 72-73, mobility spec., LEA's) (6,37,1-n) (FTE personnel Sept. 72-73, VH aides, LEA's) (7,34,1-n) (FTE personnel Jan. 72-73, VH supervisors, LEA's) (7,35,1-n) (FTE personnel Jan. 72-73, VH teachers, LEA's) (7,36,1-n) (FTE personnel Jan. 72-73, mobility spec., LEA's) (7,37,1-n) (FTE personnel Jan. 72-73, VH aides, LEA's)

SECTION 6. PROGRAM EVALUATION

RELATED SDAP AND NESDEC POLICY QUESTIONS*

6. Program Evaluation

   a. Overall Evaluation

      1. Which (if any) LEA's must be monitored for compliance assistance?
      2. What is the nature and status of evaluation of Program and Project Activities?
      3. Have all LEA's performed and reported on local project evaluations to SEA?
      4. What form did the LEA evaluation take; what were results of local evaluation?
      5. Do LEA's require SEA assistance to complete local project evaluations? Which projects require SEA evaluation as well as local?
      6. What form of evaluation will be followed and how will results be provided to the LEA personnel?
      7. Are LEA projects being operated in compliance with proposal? With State plans? With Federal guidelines or other regulations?
      8. Which LEA projects will be the subject of on-site evaluations by SEA personnel?
      9. Which projects are such that duplication should be encouraged?
      10. What are the costs of the program by type of service?
      11. What are the per pupil costs by type of service?
      12. Are the LEA's spending within the proposed project budget?
      * 13. What effects are associated with educational programs for the handicapped?
      * 14. What academic changes have occurred in people's receiving educational services designed to meet the needs of the handicapped?

2. What is the nature and status of evaluation of Program and Project Activities?

3. Have all LEA's performed and reported on local project evaluations to SEA?

4. What form did the LEA evaluation take; what were results of local evaluation?

5. Do LEA's require SEA assistance to complete local project evaluations? Which projects require SEA evaluation as well as local?

6. What form of evaluation will be followed and how will results be provided to the LEA personnel?

7. Are LEA projects being operated in compliance with proposal? With State plans? With Federal guidelines or other regulations?

8. Which LEA projects will be the subject of on-site evaluations by SEA personnel?

9. Which projects are such that duplication should be encouraged?

10. What are the costs of the program by type of service?

11. What are the per pupil costs by type of service?

12. Are the LEA's spending within the proposed project budget?

* 13. What effects are associated with educational programs for the handicapped?

* 14. What academic changes have occurred in people's receiving educational services designed to meet the needs of the handicapped?

* 15. What behavioral changes have occurred?

* 16. What affective changes have occurred?

* 17. What changes have occurred in their anticipated activities after secondary school? (college, other posts - secondary school, full-time employment, part-time employment, sheltered workshops, remain at home?)

18. What percent of the pupils enrolled in Special Education classes are returned to regular classes because of amelioration?

* 19. To what extent are personnel training or parent services funded by this program?

b. Materials Effectiveness

* 1. What educational materials are used?

* 2. What special equipment is used?

c. Management Effectiveness

1. Does SEA staff have sufficient manpower capability to handle all LEA assistance needs?

2. How many of each kind have been adequately met by SEA staff?

3. What kinds of needs were unfulfilled?

4. What kind of capabilities are needed to meet need-types which have been unmet in past?

* Asterisk denotes NESDEC Policy Questions

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5. How many personnel of what types are required to meet these unmet needs?

6. Is SEA's assistance to LEA's mainly concerned with definition and development of educational goals, aims or objectives related to programs, or do LEA's ask more for financial and/or management assistance?

7. How effective is the SEA in providing substantive guidance and assistance to the LEA's in their programs for the handicapped?

d. Training Effectiveness

1. What State-wide needs were identified for these programs?

2. In each LEA and over the entire State, are the programs properly staffed?

e. Information Transmission Effectiveness

* 1. How effective is the SEA in providing substantive guidance and assistance to the LEA's in their programs for the handicapped?

* 2. How does the SEA disseminate information derived from research and demonstration projects regarding promising a purchase to educating the handicapped.

Management Questions	Analyses
6.1 What is the rate of amelioration among handicapped children in Special Education (a) across all LEA's (b) for each LEA?	6.1 (a) Sum total the number of handicapped children a ted across LEA's and program levels and divide total enrollment on October 31 plus new entrie October 31 summed across LEA's and program lev $\frac{\sum_{\text{LEA's}} \sum_{\text{Program level}} \text{CDE 148 Form I} \ (F,9)}{\sum_{\text{LEA's}} \sum_{\text{Program level}} \text{CDE 148 Form I} \ [(D,9)+(E,9}$
	6.1 (b) Sum the number of handicapped children amelior program level for each LEA and divide by the t ment on Oct. 31 plus new entries after Oct. 31 across program levels for each LEA $\frac{\sum_{\text{Program level}} \text{CDE 148 Form I} \ (F,9,1\text{-}n)}{\sum_{\text{Program level}} \text{CDE 148 Form I} \ [(D,9,1\text{-}n)+(}$

Analyses

otal the number of handicapped children ameliora- cross LEA's and program levels and divide by the enrollment on October 31 plus new entries after er 31 summed across LEA's and program levels

$$\frac{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148 Form I } (F,9)}{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148 Form I } [(D,9)+(E,9)]}$$

the number of handicapped children ameliorated across ram level for each LEA and divide by the total enroll- on Oct. 31 plus new entries after Oct. 31 summed s program levels for each LEA

$$\frac{\sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148 Form I } (F,9,1\text{-}n)}{\sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148 Form I } [(D,9,1\text{-}n)+(E,9,1\text{-}n)]}$$

Data Items

6.1 CDE-Form I (F,9,1-5,1-n)
148 (amelioration, total,
program level LEA's)
(D,9,1-5,1-n)Enrollment
as of Oct. 31, total,
program level LEA's)
(E,9,1-5,1-n)Enrollment
after Oct. 31, total,
program level, LEA's)
[Number of students]

Management Questions

6.2 What is the rate of amelioration among handicapped children in Special Education by handicap (a) across all LEA's (b) for each LEA?

Analyses

6.2 (a) Sum number of handicapped children ameliorate and program levels by handicap condition and number enrolled on October 31 summed across L level

$$\frac{\sum\limits_{\text{LEA's}}\ \sum\limits_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Form I}}(F,1\text{-}8)}{\sum\limits_{\text{LEA's}}\ \sum\limits_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Form I}}\text{[(D,1-8)+(E,1-8}}$$

6.2 (b) Sum the number of handicapped children amelio program level by handicap condition for each divide by the total enrollment on Oct. 31 plus entries after Oct. 31 summed across program le each LEA

$$\frac{\sum\limits_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Form I}}(F,1\text{-}8,1\text{-}n)}{\sum\limits_{\substack{\text{Program}\\ \text{level}}} \text{CDE 148}_{\text{Form I}}\text{[(D,1-8,1-n)+(E,1-8,1-}}$$

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Analyses

r of handicapped children ameliorated across LEA's am levels by handicap condition and divide by the rolled on October 31 summed across LEA's and program

$$\frac{\sum\limits_{\text{LEA's}}\ \sum\limits_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form I}}(F,1\text{-}8)}{\sum\limits_{\text{LEA's}}\ \sum\limits_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form I}}[(D,1\text{-}8)+(E,1\text{-}8)]}$$

umber of handicapped children ameliorated across evel by handicap condition for each LEA and the total enrollment on Oct. 31 plus new fter Oct. 31 summed across program level for

$$\frac{\sum\limits_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form I}}(F,1\text{-}8,1\text{-}n)}{\sum\limits_{\substack{\text{Program}\\ \text{level}}} {}^{\text{CDE 148}}_{\text{Form I}}[(D,1\text{-}8,1\text{-}n)+(E,1\text{-}8,1\text{-}n)]}$$

Data Items

.2 CDE-Form I (F,1-8,1-5,1-n)
148 (amerlioration, all handicaps, program levels, LEA's)
(D,1-8,1-5,1-n) (enrollment as of Oct. 31, all handicaps, program levels, LEA's)
(E,1-8,1-5,1-n)(enrollment after Oct. 31, all handicaps, program levels, LEA's)

[Number of students]

Management Questions	Analyses
6.3 What is the rate of amelioration among handicapped children in Special Education by program level (a) across all LEA's (b) for each LEA?	6.3 (a) Sum the number of ameliorated handicapped chil across LEA's by program level and divide by th October 31 total enrollment and total new entr summed across LEA's $\frac{\sum_{\text{LEA's}} \text{CDE 148 Form I } (F,9,1\text{-}5)}{\sum_{\text{LEA's}} \text{CDE 148 Form I } [(D,9,1\text{-}5)+(E,9,1\text{-}5)]}$
	6.3 (b) Sum the number of ameliorated handicapped chil by program level for each LEA and divide by th total enrollment on Oct. 31 plus the new entri after Oct. 31 by program level for each LEA $\frac{\text{CDE 148 Form I } (F,9,1\text{-}5,1\text{-}n)}{\text{CDE 148 Form I } [(D,9,1\text{-}5,1\text{-}n)+(E,9,1\text{-}5,1\text{-}n}$

Analyses

the number of ameliorated handicapped children
oss LEA's by program level and divide by the
ober 31 total enrollment and total new entries
med across LEA's

$$\frac{\sum_{\text{LEA's}} \underset{\text{Form I}}{\text{CDE 148}} \; (F,9,1\text{-}5)}{\sum_{\text{LEA's}} \underset{\text{Form I}}{\text{CDE 148}} \; [(D,9,1\text{-}5)+(E,9,1\text{-}5)]}$$

the number of ameliorated handicapped children
program level for each LEA and divide by the
al enrollment on Oct. 31 plus the new entries
er Oct. 31 by program level for each LEA

$$\frac{\underset{\text{Form I}}{\text{CDE 148}} \; (F,9,1\text{-}5,1\text{-}n)}{\underset{\text{Form I}}{\text{CDE 148}} \; [(D,9,1\text{-}5,1\text{-}n)+(E,9,1\text{-}5,1\text{-}n)]}$$

Data Items

6.3 CDE-Form I (F,9,1-5,1-n)
148 (amelioration, total, program levels, LEA's) (D,9,1-5,1-n)(enrollment as of Oct. 31, total, all program levels, LEA's) (E,9,1-5,1-n)(enrollment after Oct. 31, total, program levels, LEA's)

[Number of students]

Management Questions	Analyses
.4 What percentage of the children enrolled in Special Education left the program for return to regular classrooms, and for other reasons (a) across all LEA's (b) for each LEA?	6.4 (a) Sum the total number of children for ea reason for leaving the program across LEA's and divide by the total of the total number enrolled summed across all LEA's

(1) AH

$$\frac{\sum_{\text{LEA's}} \begin{smallmatrix}\text{CDE 63}\\ \text{Pg. 3}\end{smallmatrix}(5\text{-}11,2)}{\sum_{\text{LEA's}} \begin{smallmatrix}\text{CDE 63}\\ \text{Pg. 3}\end{smallmatrix}(4,2)}$$

(2) EMH

$$\frac{\sum_{\text{LEA's}} \begin{smallmatrix}\text{CDE 63}\\ \text{Pg. 4}\end{smallmatrix}(5\text{-}}{\sum_{\text{LEA's}} \begin{smallmatrix}\text{CDE 63}\\ \text{Pg. 4}\end{smallmatrix}(4,2}$$

(3) VES

$$\frac{\sum_{\text{LEA's}} \begin{smallmatrix}\text{CDE 63}\\ \text{Pg. 5}\end{smallmatrix}(5\text{-}11,2)}{\sum_{\text{LEA's}} \begin{smallmatrix}\text{CDE 63}\\ \text{Pg. 5}\end{smallmatrix}(4,2)}$$

(4) EH

$$\frac{\sum_{\text{LEA's}} \begin{smallmatrix}\text{CDE 63}\\ \text{Pg. 9}\end{smallmatrix}(5\text{-}11}{\sum_{\text{LEA's}} \begin{smallmatrix}\text{CDE 63}\\ \text{Pg. 9}\end{smallmatrix}(4,2}$$

(5) PH

$$\frac{\sum_{\text{LEA's}} \begin{smallmatrix}\text{CDE 63}\\ \text{Pg. 7}\end{smallmatrix}(5\text{-}11,2)}{\sum_{\text{LEA's}} \begin{smallmatrix}\text{CDE 63}\\ \text{Pg. 7}\end{smallmatrix}(4,2)}$$

(6) SH

$$\frac{\sum_{\text{LEA's}} \begin{smallmatrix}\text{CDE 63}\\ \text{Pg. 8}\end{smallmatrix}(5\text{-}1}{\sum_{\text{LEA's}} \begin{smallmatrix}\text{CDE 63}\\ \text{Pg. 8}\end{smallmatrix}(4,2}$$

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lyses

number of children for each
ving the program across
de by the total of the
rolled summed across all

(2) EMH

$$\frac{\sum_{LEA's} \text{CDE 63}_{\text{Pg. 4}}(5\text{-}11,2)}{\sum_{LEA's} \text{CDE 63}_{\text{Pg. 4}}(4,2)}$$

(4) EH

$$\frac{\sum_{LEA's} \text{CDE 63}_{\text{Pg. 6}}(5\text{-}11,2)}{\sum_{LEA's} \text{CDE 63}_{\text{Pg. 6}}(4,2)}$$

(6) SH

$$\frac{\sum_{LEA's} \text{CDE 63}_{\text{Pg. 9}}(5\text{-}12,2)}{\sum_{LEA's} \text{CDE 63}_{\text{Pg. 9}}(5,2)}$$

Data Items

6.4 CDE - 63
(1) Pg. 3 (5-11,2,1-n) (reason for leaving program, total, LEA's) (4,2,1-n) (total enrollment, total,LEA's)
(2) Pg. 4 (5-11,2,1-n) (reason for leaving program, total, LEA's) (4,2,1-n) (total enrollment, total LEA's)
(3) Pg. 5 (5-11,2,1-n) (reason for leaving program, total, LEA's) (4,2,1-n) (total enrollment, total, LEA's)
(4) Pg. 6 (5-11,2,1-n) (reason for leaving program, total, LEA's) (4,2,1-n) (total enrollment, total LEA's)
(5) Pg. 7 (5-11,2,1-n) (reason for leaving program, total LEA's) (4,2,1-n) (total enrollment total, LEA's)
(6) Pg. 9 (5-12,2,1-n) (reason for leaving program, total, LEA's) (5,2,1-n) (total enrollment, total, LEA)
(7) Pg. 10 (5-11,2,1-n) (reason for leaving program, total, LEA's) (4,2,1-n) (total enrollment, total, LEA's)

students/# students

Management Questions

6.4 What percentage of the children enrolled in Special Education left the program for return to regular classrooms, and for other reasons (a) across all LEA's (b) for each LEA?

Analyses

6.4 (a) **Continued**

(7) VH

$$\frac{\sum_{\text{LEA's}} \text{CDE 63}_{\text{Pg. 10}}(5\text{-}11,2)}{\sum_{\text{LEA's}} \text{CDE 63}_{\text{Pg. 10}}(4,2)}$$

(8) Total

$$\frac{\sum_{\text{LEA's}} \text{CDE 63}_{\text{Pg. 3}}(5\text{-}11,2)}{\sum_{\text{LEA's}} \text{CDE 63}_{\text{Pg. 3}}(4,2)} + \dots \frac{\sum_{\text{LEA's}} \text{CDE 63}_{\text{Pg. 7}}(5\text{-}11,2)}{\sum_{\text{LEA's}} \text{CDE 63}_{\text{Pg. 7}}(4,2)} +$$

$$\frac{\sum_{\text{LEA's}} \text{CDE 63}_{\text{Pg. 9}}(5\text{-}11,2)}{\sum_{\text{LEA's}} \text{CDE 63}_{\text{Pg. 9}}(5,2)} + \frac{\sum_{\text{LEA's}} \text{CDE 63}_{\text{Pg. 10}}(5\text{-}11,2)}{\sum_{\text{LEA's}} \text{CDE 63}_{\text{Pg. 10}}(4,2)}$$

Analyses

Data Items

inued

(7) VR

$$\frac{\sum_{LLA's} \text{CDE } 63_{\text{Pg. } 10}(5\text{-}11,2)}{\sum_{LLA's} \text{CDE } 63_{\text{Pg. } 10}(4,2)}$$

$$\frac{(5\text{-}11,2)}{(4,2)} + \ldots \frac{\sum_{LLA's} \text{CDE } 63_{\text{Pg. } 7}(5\text{-}11,2)}{\sum_{LLA's} \text{CDE } 63_{\text{Pg. } 7}(4,2)} +$$

$$\frac{(5\text{-}11,2)}{(5,2)} + \frac{\sum_{LLA's} \text{CDE } 63_{\text{Pg. } 10}(5\text{-}11,2)}{\sum_{LLA's} \text{CDE } 63_{\text{Pg. } 10}(4,2)}$$

6.4 See 6.4 on preceding page

Management Questions

.4 What percentage of the children enrolled in Special Education left the program for return to regular classrooms and for other reasons (a) across all LEA's (b) for each LEA?

Analysis

6.4 (b) Divide the total number of children for
for leaving the program for each LEA by
of the total number enrolled for each LE

(1) AH

$$\frac{\text{CDE 63 Pg. 3}\ (5\text{-}11,2,1\text{-}n)}{\text{CDE 63 Pg. 3}\ (4.2,1\text{-}n)}$$

(2) EMH

$$\frac{\text{CDE 63 Pg. 4}\ (5\text{-}1}{\text{CDE 63 Pg. 4}\ (4,2}$$

(3) MES

$$\frac{\text{CDE 63 Pg. 5}\ (5\text{-}11,2,1\text{-}n)}{\text{CDE 63 Pg. 5}\ (4,2,1\text{-}n)}$$

(4) EH

$$\frac{\text{CDE 63 Pg. 6}\ (5\text{-}1}{\text{CDE 63 Pg. 6}\ (4,2,}$$

(5) PH

$$\frac{\text{CDE 63 Pg. 7}\ (5\text{-}11,2,1\text{-}n)}{\text{CDE 63 Pg. 7}\ (4,2,1\text{-}n)}$$

(6) SH

$$\frac{\text{CDE 63 Pg. 9}\ (5\text{-}12}{\text{CDE 63 Pg. 9}\ (5,2,}$$

(7) VH

$$\frac{\text{CDE 63 Pg. 10}\ (5\text{-}11,2,1\text{-}n)}{\text{CDE 63 Pg. 10}\ (4,2,1\text{-}n)}$$

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Analyses	Data Items
(5) Divide the total number of children for each reason for leaving the program for each LEA by the total of the total number enrolled for each LEA	6.4 **See 6.4 on preceding page**

AH

$$\frac{\text{CDE 63 Pg. 3 } (5\text{-}11,2,1\text{-}n)}{\text{CDE 63 Pg. 3 } (4,2,1\text{-}n)}$$

(2) EMR

$$\frac{\text{CDE 63 Pg. 4 } (5\text{-}11,2,1\text{-}n)}{\text{CDE 63 Pg. 4 } (4,2,1\text{-}n)}$$

HES

$$\frac{\text{CDE 63 Pg. 5 } (5\text{-}11,2,1\text{-}n)}{\text{CDE 63 Pg. 5 } (4,2,1\text{-}n)}$$

(4) LH

$$\frac{\text{CDE 63 Pg. 6 } (5\text{-}11,2,1\text{-}n)}{\text{CDE 63 Pg. 6 } (4,2,1\text{-}n)}$$

PH

$$\frac{\text{CDE 63 Pg. 7 } (5\text{-}11,2,1\text{-}n)}{\text{CDE 63 Pg. 7 } (4,2,1\text{-}n)}$$

(6) SH

$$\frac{\text{CDE 63 Pg. 9 } (6\text{-}12,2,1\text{-}n)}{\text{CDE 63 Pg. 9 } (5,2,1\text{-}n)}$$

(7) VH

$$\frac{\text{CDE 63 Pg. 10 } (5\text{-}11,2,1\text{-}n)}{\text{CDE 63 Pg. 10 } (4,2,1\text{-}n)}$$

Management Questions	Analyses
6.4 What percentage of the children enrolled in Special Education left the program for return to regular classrooms, and for other reasons (a) across all LEA's (b) for each LEA?	6.4 (b) Continued (5) Total $\frac{\text{CDE 63 Pg. 3}(5\text{-}11,2,1\text{-}n)}{\text{CDE 63 Pg. 3}(4,2,1\text{-}n)} + \ldots \frac{\text{CDE 63 Pg. 7}([illegible],2,1\text{-}n)}{\text{CDE 63 Pg. 7}(4,2,1\text{-}n)}$ $\frac{\text{CDE 63 Pg. 9}(5\text{-}11,2,1\text{-}n)}{\text{CDE 63 Pg. 9}(5,2\ 1\text{-}n)} + \frac{\text{CDE 63 Pg. 10}(5\text{-}11,2,1\text{-}n)}{\text{CDE 63 Pg. 10}(4,2,1\text{-}n)}$
6.5 How effective are the services which are being provided?	6.5 (1) Sum the total number of handicapped children rated across LEA's and program levels and div the total enrollment on October 31 plus new e after October 31 summed across LEA's and prog $\frac{\sum_{\text{LEA's}} \sum_{\text{Program Level}} \text{CDE 148 Form I}(F,9)}{\sum_{\text{LEA's}} \sum_{\text{Program Level}} \text{CDE 148 Form I}[(D,9)+(E,9)]}$

Analyses

Continued

otal

$$\frac{\text{DE 63}_{\text{. ?}}(5\text{-}11,2,1\text{-}n)}{\text{DE 63}_{\text{. 3}}(4,2,1\text{-}n)} + \dots \frac{\text{CDE 63}_{\text{Pg. 7}}([illegible])}{\text{CDE 63}_{\text{Pg. 7}}(4,2,1\text{-}n)} +$$

$$\frac{\text{DE 63}_{\text{. 9}}(5\text{-}11,2,1\text{-}n)}{\text{DE 63}_{\text{. 9}}(5,2,1\text{-}n)} + \frac{\text{CDE 63}_{\text{Pg. 10}}(5\text{-}11,2,1\text{-}n)}{\text{CDE 63}_{\text{Pg. 10}}(4,2,1\text{-}n)}$$

Sum the total number of handicapped children ameliorated across LEA's and program levels and divide by the total enrollment on October 31 plus new entries after October 31 summed across LEA's and program levels

$$\frac{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{Level}}} \text{CDE 148}_{\text{Form I}}(F,9)}{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{Level}}} \text{CDE 148}_{\text{Form I}}[(D,9)+(E,9)]}$$

Data Items

6.4 See 6.4 on preceding page

6.5 CDE 148 -(1) Form I (F,9,1-5) (amelioration, total, all program levels)
(D+E,9,1-5)
(enrollment as of Oct. 31, total, program levels)
E,9,1-5, (enrollment after Oct. 31, total, all program levels)

[Number of students]

Management Questions

Analyses

6. How effective are the services which are being provided?

6.5 (2) Sum number of handicapped children ameliorated LEA's and program levels by handicap condition by the number enrolled on October 31 and that n entering after October 31 summed across LEA's a gram level

$$\frac{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\ \text{Level}}} {}^{\text{CDE 148}}_{\text{Form I}}(F,1\text{-}8)}{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\ \text{Level}}} {}^{\text{CDE 148}}_{\text{Form I}}[(D,1\text{-}8) + (E,1\text{-}8)]}$$

6.5 (3) Sum the total number of handicapped children ar iorated across LEA's and program levels and di into the sum of the total direct cost of specia education summed across sample LEA's service d and program level and handicapped and the tota direct cost of special education summed across sample LEA's, program levels and handicaps

$$\frac{\sum\limits_{\substack{\text{LEA's}\\ (S)}} \sum\limits_{\substack{\text{Service}\\ \text{Delivery}}} \sum\limits_{\substack{\text{Program}\\ \text{Levels}}} \sum\limits_{\text{Handicaps}} {}^{\text{CDE148}}_{\text{SE}}(3,11) + \sum\limits_{\substack{\text{LEA's}\\ (NS)}} \sum\limits_{\substack{\text{Program}\\ \text{Level}}} \sum\limits_{\text{Handicaps}} {}^{\text{CDE148}}_{\text{SE}}}{\sum\limits_{\text{LEA's}} \sum\limits_{\substack{\text{Program}\\ \text{Level}}} {}^{\text{CDE 148}}_{\text{Form I}}[(F,9)-(F,5)]}$$

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Analyses

Data Items

um number of handicapped children ameliorated across EA's and program levels by handicap condition and divide y the number enrolled on October 31 and that number ntering after October 31 summed across LEA's and program level

$$\frac{\sum_{\text{EA's}}\ \sum_{\substack{\text{Program}\\ \text{Level}}} \underset{\text{Form I}}{\text{CDE 148}}(F,1\text{-}8)}{\sum_{\text{EA's}}\ \sum_{\substack{\text{Program}\\ \text{Level}}} \underset{\text{Form I}}{\text{CDE 148}}[(D,1\text{-}8) + (E,1\text{-}8)]}$$

6.5- CDE-(2) Form I (F,1-8,1-5) (amelioration, all handicaps, all program levels)
148
(D,1-8,1-5) (enrollment as of Oct. 31, all handicaps, all program levels)
(E,1-8,1-5) (enrollment after Oct. 31, all handicaps, all program levels)

[Number of students]

Sum the total number of handicapped children ameliorated across LEA's and program levels and divide into the sum of the total direct cost of special education summed across sample LEA's service delivery and program level and handicapped and the total direct cost of special education summed across non sample LEA's, program levels and handicaps

$$\frac{\text{148}(3,11) + \sum_{\substack{\text{LEA's}\\ \text{(NS)}}}\ \sum_{\substack{\text{Program}\\ \text{Level}}}\ \sum_{\text{Handicaps}} \underset{\text{SE}}{\text{CDE148}}(3,11)}{\sum\ \sum_{\substack{\text{Program}\\ \text{Level}}} \underset{\text{Form I}}{\text{CDE 148}}[(F,9)-(F,5)]}$$

's

6.5 CDE - (3) Spec Ed-S (3,11,1-7,1-3,1-5) (Subtotal, total costs, handicaps, service delivery, all program levels)
148
Spec Ed-NS (3,11,1-7,1-2) (subtotal, total costs, handicaps, all program levels)
Form I (F,9,1-5) (Ameliorated, total, all program levels)
(F,5,1-5) (Ameliorated, multiple handicaps, all program levels)

[Number of students]

Management Questions	Analyses
6.5 How effective are the services which are being provided?	6.5 (4) Calculate the drop out rate for the last five and plot the rate of drop out across and by L by and across handicap condition, by and acro service delivery, by and across program level This analysis will result in summary data tables fo and for all LEA's combined which will provide drop rates by any or all of the following breakouts: (a) by service delivery, by handicap condition, by progra detailed breakdown) (b) by service delivery, by handicap condition, across pr (c) by service delivery, across handicap condition, acros (d) across service delivery, by handicap condition, by pr (e) across service delivery, by handicap condition, acros (f) by service delivery, across handicap condition, by pr (g) across service delivery, across handicap condition, b (h) across service delivery, across handicap condition, a These tables therefore provide all of the combinat totals resulting from reporting the data summed by variables shown. 6.5 (5) Compare the drop out rate from school of tho handicapped children who have received servi the drop out rate of those handicapped child have not by and across LEA's, by and across delivery, by and across handicap condition, across program level. This analysis will result in summary data tables f for all LEA's combined which will provide differen rates between those served and those not served by shown in 6.5 (4) 6.5 (6) Calculate gain in scores on available criter of improvement in academic, social, skill, a behavioral areas for handicap children recei education services by and across LEA's, by a service delivery, by and across handicap con by and across program level. This analysis in summary data tables for each LEA and for combined which will provide criterion measur of the areas of improvement by the break out

Analyses		Data Items
late the drop out rate for the last five years plot the rate of drop out across and by LEA's, d across handicap condition, by and across ce delivery, by and across program level. is will result in summary data tables for each LEA LEA's combined which will provide drop out y or all of the following breakouts: livery, by handicap condition, by program level (the most kdown) livery, by handicap condition, across program level livery, across handicap condition, across program level e delivery, by handicap condition, by program level e delivery, by handicap condition, across program level livery, across handicap condition, by program level e delivery, across handicap condition, by program level e delivery, across handicap condition, across program level s therefore provide all of the combination subtotals and lting from reporting the data summed by and across the hown.	6.5 (4)	None available [Number dropping out]
re the drop out rate from school of those icapped children who have received services to drop out rate of those handicapped children who not by and across LEA's, by and across service very, by and across handicap condition, by and s program level. is will result in summary data tables for each LEA and 's combined which will provide differences in drop out en those served and those not served by the break outs 5 (4)	6.5 (5)	None available [Number of students dropping out]
late gain in scores on available criterion measures mprovement in academic, social, skill, affective, vioral areas for handicap children receiving special tion services by and across LEA's, by and across ice delivery, by and across handicap condition and d across program level. This analysis will result mmary data tables for each LEA and for all LEA's ned which will provide criterion measures in each areas of improvement by the break outs given	6.5(6)	None available [Criterion scores]

Management Questions		Analyses
6.5 How effective are the services which are being provided?	6.5 (7)	Compare gain in scores on available crit measures of improvement in academic, soc affective, and behavioral areas for hand receiving special education services to gain on the measures in the areas l handicap children not receiving special services. Compare by and across LEA's, service delivery, by and across handicap and by and across program level. This a result in data tables for each LEA and f combined which will provide differences measures scores between those served and served by the break outs given in 6.5 (4

Analyses	Data Items
ompare gain in scores on available criterion easures of improvement in academic, social, skills ffective, and behavioral areas for handicap children eceiving special education services to comparable ain on the measures in the areas listed for andicap children not receiving special education ervices. Compare by and across LEA's, by and across ervice delivery, by and across handicap condition, nd by and across program level. This analysis will esult in data tables for each LEA and for all LEA's ombined which will provide differences in criterion easures scores between those served and those not erved by the break outs given in 6.5 (4)	6.5 (7) None available [Criterion scores]

Management Questions	Analyses
6.6 What is the cost benefit derived from the special education services by and across handicap conditions, by and across service delivery, by and across program levels, by and across LEA's?	**6.6** Cost Benefits Analysis Procedure 6.6(1)(a) Sum across LEA's each of the Special Education administration, pupil placement screening & evaluation, instructional materials center, sample & non-sample categorical costs & add these together; then divide this sum by ADCL's for itinerant & resource rooms & ADA for self-contained classrooms in Special Education summed across LEA's & program level.

$$\frac{\begin{array}{l}\displaystyle\sum_{\text{LEA's}} \substack{\text{CDE 148}\\ \text{SEAP}}\,(3,12) + \sum_{\text{LEA's}} \substack{\text{CDE 148}\\ \text{SEPP}}\,(3,18)\\[1ex] \displaystyle+\sum_{\text{LEA's}} \substack{\text{CDE 148}\\ \text{SEIM}}\,(3,13) \quad +\\[1ex] \displaystyle\sum_{\text{LEA's}} \substack{\text{CDE 148}\\ \text{SEPT}}\,(C,7) + \sum_{\substack{\text{LEA's}\\ (S)}} \sum_{\substack{\text{Service}\\ \text{Delivery}}} \sum_{\text{Handicap}} \sum_{\substack{\text{Program}\\ \text{Level}}} \substack{\text{CDE 14}\\ \text{Spec}}\\[1ex] \displaystyle\sum_{\substack{\text{LEA's}\\ (NS)}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\ \text{Level}}} \substack{\text{CDE 148}\\ \text{Spec Ed}}\,(3,11)\end{array}}{\displaystyle\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{level}}} \substack{\text{CDE 148}\\ \text{Form II}} \left[(2,10)+(4,10)+(6,10)\right]}$$

ocedure

ach of the Special
ation, pupil placement
ion, instructional
ample & non-sample
add these together;
m by ADCL's for itinerant
ADA for self-contained
l Education summed across
el.

$$\text{CDE } 148_{\text{SEPP}}(3,18)$$

$$\sum_{\substack{\text{ice}\\\text{very}}} \sum_{\text{Handicap}} \sum_{\substack{\text{Program}\\\text{Level}}} \text{CDE } 148_{\text{Spec Ed}}(3,11)+$$

$$148_{\text{Ed}}(3,11)$$

$$)+(4,10)+(6,10)\Big]$$

Data Items

6.6(1) CDE
148 - SEAP (3,12,1-n) (Sub-
total, cost, total, LEA's)
SEPP (3,18,1-n) (Sub-
total, cost, total, LEA's)
SEIM (3,13,1-n) (Sub-
total, cost, total, LEA's)
SEPT (C,7,1-n) (total,
total, LEA's)
Spec Ed-S (3,11,1-7,1-3,1-5,
$1\text{-}n_{(S)}$) (Subtotal, cost
total, handicaps, service
delivery, program levels,
LEA's$_{(S)}$)
Spec Ed-NS (3,11,1-7,1-2,$1\text{-}n_{(NS)}$)
(Subtotal, cost, total,
handicaps, program level,
LEA's $_{(NS)}$)

[Dollars spent]

CDE
148 - Form II (2,10,1-5,1-n)
(itinerant, total, program
level, LEA's)

CDE [ADCL]
148 - Form II
(4,10,1-5,1-n) (resource
rooms, total, program
level, LEA's)

CDE [ADCL]
148 - Form II
(6,10,1-5,1-n) (self-
contained, total, program
level, LEA's)

[ADA]

Management Questions	Analyses
6.6 What is the cost benefit derived from the special education services by and across handicap conditions, by and across service delivery, by and across program levels, by and across LEA's?	6.6(1)(b) For each LEA add together the administra ment, IMC, & sample non-sample categorica and divide by the ADCL (intinerant & reso plus ADA (self-contained) for each LEA &

List

$$\left\{ \frac{\text{CDE } 148_{\text{SEAP}}(3,12,1\text{-}n) + \text{CDE } 148_{\text{SEPP}}(3,18,1\text{-}n) + \text{CDE } 148_{\text{SEIM}}(3,13,1\text{-}n) + \text{CDE } 148_{\text{SEPT}}(C,7,1\text{-}n) + \sum_{\substack{\text{Service}\\\text{Delivery}}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE } 148_{\text{Spec Ed}}(3,11,1\text{-} \quad \sum_{\text{Handicap}} \sum_{\substack{\text{Program}\\\text{level}}} \text{CDE } 148_{\text{Spec Ed}}(3,11,1\text{-}n_{(NS)})}{\sum_{\substack{\text{Program}\\\text{level}}} \text{CDE } 148 \text{ Form II} \left[(2,10,1\text{-}n) + (4,10,1\text{-}n) + (\right.} \right.$$

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Analyses	Data Items
each LEA add together the administrator, place- IMC, & sample non-sample categorical cost ivide by the ADCL (itinerant & resource) ADA (self-contained) for each LEA & list.	6.6 See 6.6(1) on preceding page

$$
\left.
\begin{array}{l}
{}^{48}(3,12,1\text{-}n) + \underset{\text{SEPP}}{\text{CDE }148}(3,18,1\text{-}n) + \\[1em]
{}^{48}(3,13,1\text{-}n) + \underset{\text{SEPT}}{\text{CDE }148}(C,7,1\text{-}n) + \\[1em]
\underset{\substack{\text{ce}\\ \text{ery}}}{} \quad \sum_{\text{Handicaps}} \; \sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Spec Ed}}{\text{CDE }148}(3,11,1\text{-}n_{(S)}) + \\[1em]
\underset{\text{cap}}{} \; \sum_{\substack{\text{Program}\\ \text{level}}} \underset{\text{Spec Ed}}{\text{CDE }148}(3,11,1\text{-}n_{(NS)}) \\
\hline
\underset{\text{am}}{} \; \underset{\text{Form II}}{\text{CDE }148} \left[(2,10,1\text{-}n) + (4,10,1\text{-}n) + (6,10,1\text{-}n) \right]
\end{array}
\right]
$$

	Management Questions		Analyses
6.6	What is the cost benefit derived from the special education services by and across handicap conditions, by and across service delivery, by and across program levels, by and across LEA's?	6.6(2)	Sum the total number of handicapped children rated across LEA's and program levels and di the total enrollment on October 31 plus new after October 31 summed across LEA's and pro $\dfrac{\sum\limits_{\text{LEA's}} \sum\limits_{\text{Program Level}} \overset{\text{CDE 148}}{\text{Form I}}(F,9)}{\sum\limits_{\text{LEA's}} \sum\limits_{\text{Program Level}} \overset{\text{CDE 148}}{\text{Form I}}[(D,9)+(E,9)]}$
		6.6(3)	Sum number of handicapped children amelior LEA's and program levels by handicap condi by the number enrolled on October 31 and t entering after October 31 summed across LE gram level $\dfrac{\sum\limits_{\text{LEA's}} \sum\limits_{\text{Program Level}} \overset{\text{CDE 148}}{\text{Form I}}(F,1\text{-}8)}{\sum\limits_{\text{LEA's}} \sum\limits_{\text{Program Level}} \overset{\text{CDE 148}}{\text{Form I}}[(D,1\text{-}8) + (E,1\text{-}8)]}$

Analyses		Data Items
n the total number of handicapped children amelio- ed across LEA's and program levels and divide by total enrollment on October 31 plus new entries er October 31 summed across LEA's and program levels $\frac{\sum_{\text{'s}} \sum_{\text{Program Level}} \text{CDE 148 Form I}(F,9)}{\sum_{\text{'s}} \sum_{\text{Program Level}} \text{CDE 148 Form I}[(D,9)+(E,9)]}$	6.6	CDE 148 - (2) Form I (F,9,1-5) (amelioration, total, all program levels) (D+E,9,1-5) (enrollment as of Oct. 31, total, program levels) E,9,1-5, (enrollment after Oct. 31. total, all program levels) [Number of students]
Sum number of handicapped children ameliorated across LEA's and program levels by handicap condition and divide by the number enrolled on October 31 and that number entering after October 31 summed across LEA's and pro- gram level $\frac{\sum_{\text{LEA's}} \sum_{\text{Program Level}} \text{CDE 148 Form I}(F,1\text{-}8)}{\sum_{\text{LEA's}} \sum_{\text{Program Level}} \text{CDE 148 Form I}[(D,1\text{-}8) + (E.1\text{-}8)]}$	6.6	CDE-148 (3) Form I (F,1-8,1-5) (amelioration, all handicaps, all program levels) (D,1-8,1-5) (enrollment as of Oct. 31, all handicaps, all program levels) (E,1-8,1-5) (enrollment after Oct. 31, all handicaps, all program levels) [Number of students]

Management Questions		Analyses
6.6 What is the cost benefit derived from the special education services by and across handicap conditions by and across service delivery, by and across program levels, by and across LEA's?	6.6(4)	Sum the total number of handicapped children a iorated across LEA's and program levels and di into the sum of the total direct cost of speci education summed across sample LEA's service d and program level and handicapped and the tota direct cost of special education summed across sample LEA's, program levels and handicaps

$$\frac{\sum_{\substack{\text{LEA's}\\(\text{S})}} \sum_{\substack{\text{Service}\\\text{Delivery}}} \sum_{\substack{\text{Program}\\\text{Levels}}} \sum_{\text{Handicaps}} \text{CDE148}_{\text{SE}}(3,11) + \sum_{\substack{\text{LEA's}\\(\text{NS})}} \sum_{\substack{\text{Program}\\\text{Level}}} \sum}{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\\text{Level}}} \text{CDE 148}_{\text{Form I}}[(\text{F},9)-(\text{F},5)]}$$

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Analyses	Data Items
he total number of handicapped children amel- ed across LEA's and program levels and divide the sum of the total direct cost of special tion summed across sample LEA's service delivery rogram level and handicapped and the total t cost of special education summed across non e LEA's, program levels and handicaps $\dfrac{\sum_{\text{Handicaps}} \text{CDE148}_{\text{SE}}(3,11) + \sum_{\substack{\text{LEA's}\\ \text{(NS)}}} \sum_{\substack{\text{Program}\\ \text{Level}}} \sum_{\text{Handicaps}} \text{CDE148}_{\text{SE}}(3,11)}{\sum_{\text{LEA's}} \sum_{\substack{\text{Program}\\ \text{Level}}} \text{CDE 148}_{\text{Form I}}[(F,9)-(F,5)]}$	6.6 CDE - (4) Spec Ed-S (3,11,1-7,1-3,1-5) 148 (Subtotal, total costs, handicaps, service delivery, all program levels) Spec Ed-NS (3,11,1-7,1-2) (subtotal, total costs, handicaps, all program levels) Form I (F,9,1-5) (Ameliorated, total, all program levels) (F,5,1-5) (Ameliorated, multiple handicaps, all program levels) [Number of students]

Management Questions	Analyses
6.6 What is the cost benefit derived from the special education services by and across handicap conditions, by and across service delivery, by and across program levels, by and across LEA's	6.6(5) Calculate the drop out rate for the cost per y and plot the rate of drop out across and by LE by and across handicap condition, by and acros service delivery, by and across program level. This analysis will result in summary data tables for and for all LEA's combined which will provide drop o rates by any or all of the following breakouts: (a) by service delivery, by handicap condition, by program detailed breakdown) (b) by service delivery, by handicap condition, across pro (c) by service delivery, across handicap condition, across (d) across service delivery, by handicap condition, by pro (e) across service delivery, by handicap condition, across (f) by service delivery, across handicap condition, by pro (g) across service delivery, across handicap condition, by (h) across service delivery, across handicap condition, ac These tables therefore provide all of the combinati totals resulting from reporting the data summed by variables shown.
	6.6(6) Calculate gain in scores on available criteri of improvement in academic, social, skill, af behavioral areas for handicap children receiv education services by and across LEA's, by an service delivery, by and across handicap cond by and across program level. This analysis w in summary data tables for each LEA and for a combined which will provide criterion measure of the areas of improvement by the break outs in 6.5 (4).

Analyses		Data Items
Calculate the drop out rate for the cost per years and plot the rate of drop out across and by LEA's, by and across handicap condition, by and across service delivery, by and across program level. nalysis will result in summary data tables for each LEA or all LEA's combined which will provide drop out following by any or all of the following breakouts: ice delivery, by handicap condition, by program level (the most d breakdown) ice delivery, by handicap condition, across program level ice delivery, across handicap condition, across program level service delivery, by handicap condition, by program level service delivery, by handicap condition, across program level ice delivery, across handicap condition, by program level ervice delivery, across handicap condition, by program level ervice delivery, across handicap condition, across program level tables therefore provide all of the combination subtotals and s resulting from reporting the data summed by and across the les shown.	6.6(5)	None available [Number dropping out]
Calculate gain in scores on available criterion measures of improvement in academic, social, skill, affective, behavioral areas for handicap children receiving special education services by and across LEA's, by and across service delivery, by and across handicap condition and by and across program level. This analysis will result in summary data tables for each LEA and for all LEA's combined which will provide criterion measures in each of the areas of improvement by the break outs given in 6.5 (4).	6.6(6)	None available [Criterion scores]

Management Questions	Analyses
6.6 What is the cost benefit derived from the special education services by and across handicap conditions, by and across service delivery, by and across program levels, by and across LEA's?	6.6(7) Divide the results of analyses 6.6(2) - 6. by the appropriate total direct cost per h student of special education from 6.6(1). analysis will result in a summary data ta each LEA and for all LEA's combined, whic provide the cost benefits ratios $\left\{\frac{\text{benefits reported in 6.6(2) - 6.6(4) and 6}}{\text{total direct cost per handicap student 6.6}}\right.$ by each of the break outs given below (a) by service delivery, by handicap condition, by detailed breakdown) (b) by service delivery, by handicap condition, ac (c) by service delivery, across handicap condition, (d) across service delivery, by handicap condition, (e) across service delivery, by handicap condition, (f) by service delivery, across handicap condition, (g) across service delivery, across handicap condit (h) across service delivery, across handicap condit

nalyses		Data Items
sults of analyses 6.6(2) - 6.6(6) riate total direct cost per handicap ecial education from 6.6(1). This result in a summary data table for for all LEA's combined, which will ost benefits ratios	6.6(7)	See preceding pages for 6.6(1) - 6.6(6)

rted in 6.6(2) - 6.6(4) and 6.6(6)
cost per handicap student 6.6(1)

break outs given below

, by handicap condition, by program level (the most
)
, by handicap condition, across program level
, across handicap condition, across program level
ivery, by handicap condition, by program level
ivery, by handicap condition, across program level
, across handicap condition, by program level
very, across handicap condition, by program level
very, across handicap condition, across program level

Management Questions	Analyses
6.7 What is the cost effectiveness of the special education services by and across handicap conditions, by and across service delivery, by and across program levels, by and across LEA's?	6.7 Cost Effectiveness Analysis Procedure 6.7(1)(a) Sum across LEA's each of the Special Education administration, pupil placement screening & evaluation, instructional materials center, sample & non-sample categorical costs & add these together; then divide this sum by ADCL's for itinerant & resource rooms & ADA for self-contained classrooms in Special Education summed across LEA's & program level.

$$\frac{\begin{gathered} \sum_{\text{LEA's}} \text{CDE } 148_{\text{SEAP}} (3,12) + \sum_{\text{LEA's}} \text{CDE } 148_{\text{SEPP}} (3,18) \\ + \sum_{\text{LEA's}} \text{CDE } 148_{\text{SEIM}} (3,13) \quad + \\ \sum_{\text{LEA's}} \text{CDE } 148_{\text{SEPT}} (C,7) + \sum_{\substack{\text{LEA's} \\ (S)}} \sum_{\substack{\text{Service} \\ \text{Delivery}}} \sum_{\text{Handicap}} \sum_{\substack{\text{Program} \\ \text{Level}}} \text{CDE } 148_{\text{Spec Ed}} (3, \\ \sum_{\substack{\text{LEA's} \\ (NS)}} \sum_{\text{Handicaps}} \sum_{\substack{\text{Program} \\ \text{Level}}} \text{CDE } 148_{\text{Spec Ed}} (3,11) \end{gathered}}{\sum_{\text{LEA's}} \sum_{\substack{\text{Program} \\ \text{level}}} \text{CDE } 148_{\text{Form II}} \left[(2,10)+(4,10)+(6,10) \right]}$$

Analyses

eness Analysis Procedure

EA's each of the Special
inistration, pupil placement
valuation, instructional
ter, sample & non-sample
osts & add these together;
his sum by ADCL's for itinerant
oms & ADA for self-contained
Special Education summed across
am level.

$$\sum_{\text{LEA's}} {}^{\text{CDE 148}}_{\text{SEPP}}(3,18)$$

$$+$$

$$\text{s} \sum_{\substack{\text{Service}\\ \text{Delivery}}} \quad \sum_{\text{Handicap}} \sum_{\substack{\text{Program}\\ \text{Level}}} {}^{\text{CDE 148}}_{\text{Spec Ed}}(3,11)+$$

$$\cdot \; {}^{\text{CDE 148}}_{\text{Spec Ed}}(3,11)$$

$$\text{n}$$

$$\left[(2,10)+(4,10)+(6,10)\right]$$

Data Items

6.7(1) CDE
148 - SEAP (3,12,1-n) (Subtotal, cost, total, LEA's)
SEPP (3,18,1-n) (Subtotal, cost, total, LEA's)
SEIM (3,13,1-n) (Subtotal, cost, total, LEA's)
SEPT (C,7,1-n) (total, total, LEA's)
Spec Ed-S (3,11,1-7,1-3,1-5, $1\text{-n}_{(S)}$) (Subtotal, cost total, handicaps, service delivery, program levels, $\text{LEA's}_{(S)}$)
Spec Ed-NS (3,11,1-7,1-2,$1\text{-n}_{(NS)}$) (Subtotal, cost, total, handicaps, program level, $\text{LEA's}_{(NS)}$)

[Dollars spent]

CDE
148 - Form II (2,10,1-5,1-n) (itinerant, total, program level, LEA's)

CDE [ADCL]
148 - Form II (4,10,1-5,1-n) (resource rooms, total, program level, LEA's)

CDE [ADCL]
148 - Form II (6,10,1-5,1-n) (self-contained, total, program level, LEA's)

[ADA]

Management Questions	Analyses
6.7 What is the cost effectiveness of the special education services by and across handicap conditions, by and across service delivery, by and across program levels, by and across LEA's?	6.7(1)(b) For each LEA add together the administra ment, IMC, & sample non-sample categorica and divide by the ADCL (intinerant & reso plus ADA (self-contained) for each LEA & List $\left\{\frac{\begin{array}{l} \text{CDE 148}_{\text{SEAP}}(3,12,1\text{-n}) + \text{CDE 148}_{\text{SEPP}}(3,18,1\text{-n}) + \\ \text{CDE 148}_{\text{SEIM}}(3,13,1\text{-n}) + \text{CDE 148}_{\text{SEPT}}(C,7,1\text{-n}) + \\ \sum_{\text{Service Delivery}} \sum_{\text{Handicaps}} \sum_{\text{Program level}} \text{CDE 148}_{\text{Spec Ed}}(3,11,1\text{-} \\ \sum_{\text{Handicap}} \sum_{\text{Program level}} \text{CDE 148}_{\text{Spec Ed}}(3,11,1\text{-n}_{(NS)}) \end{array}}{\sum_{\text{Program level}} \text{CDE 148 Form II}\left[(2,10,1\text{-n}) + (4,10,1\text{-n})+\right.}\right.$
	6.7(2) Compare the drop out rate from school of handicapped children who have received s the drop out rate of those handicapped c have not by and across LEA's, by and acr delivery, by and across handicap conditi across program level. This analysis will result in summary data table for all LEA's combined which will provide diffe rates between those served and those not served shown in 6.5 (4)

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Analyses

A add together the administrator, place- sample non-sample categorical cost y the ADCL (intinerant & resource) lf-contained) for each LEA & list.

$$\left.\frac{\begin{array}{l} ,1\text{-}n) + \text{CDE }148_{\text{SEPP}}(3,18,1\text{-}n) + \\ ,1\text{-}n) + \text{CDE }148_{\text{SEPT}}(C,7,1\text{-}n) + \\ \sum_{\text{ndicaps}} \sum_{\substack{\text{Program}\\ \text{level}}} \text{CDE }148_{\text{Spec Ed}}(3,11,1\text{-}n_{(S)}) + \\ \sum_{\substack{\text{ogram}\\ \text{vel}}} \text{CDE }148_{\text{Spec Ed}}(3,11,1\text{-}n_{(NS)}) \end{array}}{148_{\text{m II}}\left[(2,10,1\text{-}n) + (4,10,1\text{-}n)+(6,10,1\text{-}n)\right]}\right]$$

ne drop out rate from school of those ed children who have received services to out rate of those handicapped children who by and across LEA's, by and across service by and across handicap condition, by and ogram level.

ll result in summary data tables for each LEA and ombined which will provide differences in drop out ose served and those not served by the break outs

Data Items

6.7 See 6.7(1) on preceding page

6.7(2)

None available

[Number of students dropping out]

Management Services	Analyses
6.7 What is the cost effectiveness of the special education services by and across handicap conditions, by and across service delivery, by and across program levels, by and across LEA's?	6.7(3) Compare gain in scores on available criterion measures of improvement in academic, social, ski affective, and behavioral areas for handicap chi receiving special education services to comparab gain on the measures in the areas listed fo handicap children not receiving special educatio services. Compare by and across LEA's, by and service delivery, by and across handicap condit and by and across program level. This analysis result in data tables for each LEA and for all combined which will provide differences in crit measures scores between those served and those served by the break outs given in 6.5 (4)

Analyses	Data Items
gain in scores on available criterion of improvement in academic, social, skills e, and behavioral areas for handicap children g special education services to comparable the measures in the areas listed for children not receiving special education . Compare by and across LEA's, by and across delivery, by and across handicap condition, nd across program level. This analysis will n data tables for each LEA and for all LEA's which will provide differences in criterion scores between those served and those not y the break outs given in 6.5 (4)	6.7(3) None available [Criterion Scores]

Management Questions	Analyses
6.7 What is the cost effectiveness of the special education services by and across handicap conditions, by and across service delivery, by and across program levels, by and across LEA's?	6.7(4) Divide the results of analysis 6.7(2) + 6.7(3) by the appropriate total direct cost per handicap student of special education from 6.7(1). This analysis will result in a summary data table for each LEA and for all LEA's combined which will provide the cost effectiveness ratio

$$\left\{\frac{\text{effectiveness as reported in 6.7(2) + 6.7(3)}}{\text{total direct cost per handicap student 6.7(1)}}\right\}$$

by the break outs given below

(a) by service delivery, by handicap condition, by program level (
detailed breakdown)
(b) by service delivery, by handicap condition, across program lev
(c) by service delivery, across handicap condition, across program
(d) across service delivery, by handicap condition, by program lev
(e) across service delivery, by handicap condition, across program
(f) by service delivery, across handicap condition, by program lev
(g) across service delivery, across handicap condition, by program
(h) across service delivery, across handicap condition, across prog

Analyses

Data Items

6.7(4) See preceding pages for 6.7(1)-6.7(3)

esults of analysis 6.7(2) + 6.7(3)
opriate total direct cost per handi-
of special education from 6.7(1).
is will result in a summary data table
A and for all LEA's combined which
e the cost effectiveness ratio

ss as reported in 6.7(2) ÷ 6.7(3)
t cost per handicap student 6.7(1)

k outs given below

y handicap condition, by program level (the most

y handicap condition, across program level
cross handicap condition, across program level
y, by handicap condition, by program level
y, by handicap condition, across program level
cross handicap condition, by program level
y, across handicap condition, by program level
y, across handicap condition, across program level

Management Questions	Analyses
6.10 What are the results of the evaluation of materials?	6.10 Categorize item paragraphs on form into positiv scale. For each material sum across all forms in each rating category for each paragraph ite
6.11 What materials are teachers using?	6.11 (a) Survey teachers for list of materials they using
	(b) Determine for each material listed as used teacher the intensity of usage
6.12 What kinds of materials would the teachers like?	6.12 (a) Categorize materials requested by phone or into types of materials wanted
	(b) Select for demonstration among the material available those most apt to meet the teach
6.13 What are the material needs in the various LEA's?	6.13 (a) Survey LEA's for list of materials they no Select LEA's with few numbers of materials as high need LEA's
	(b) Examine list of materials for each LEA and if material is appropriate to program
	(c) Examine list of material for each LEA and if material is of sufficient quality.
	(d) Locate LEA's not having easy access to IMC
6.14 What are the various kinds of materials available in the field that would be of use to the IMC's?	6.14 Survey various kinds of materials available in through catalogues, conventions, etc. and det if useful to Colorado IMC's
6.15 What are the various models for IMC organization which have been developed?	6.15 Survey the current information on IMC nationwi Categorize the various IMC organization into
6.16 What are the results of evaluation of IMC's?	6.16 (a) Examine evaluation of IMC's and determine frequency of usage
	(b) Survey teachers for ratings of IMC effect

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Analyses			Data Items
e item paragraphs on form into positive to negative For each material sum across all forms the number rating category for each paragraph item.	6.10	Materials Evaluation Form	(NIN4-9) (children using material and how used and strengths and weaknesses and adaptations and comments) [ratings]
y teachers for list of materials they are now	6.11		(a)None available [list]
mine for each material listed as used by er the intensity of usage			(b)None available [intensity]
orize materials requested by phone or contact, types of materials wanted	6.12		(a)None available [types of materials]
t for demonstration among the materials currently able those most apt to meet the teachers needs			(b)None available [material]
y LEA's for list of materials they now have. t LEA's with few numbers of materials and designate gh need LEA's	6.13		(a)None available [LEA's]
ne list of materials for each LEA and determine aterial is appropriate to program			(b)None available [materials]
ne list of material for each LEA and determine aterial is of sufficient quality.			(c)None available [materials]
te LEA's not having easy access to IMC			(d)None available [LEA's]
rious kinds of materials available in field catalogues, conventions, etc and determine l to Colorado IMC's	6.14		None available [materials]
he current information on IMC nationwide. ize the various IMC organization into models	6.15		None available [organizations]
ine evaluation of IMC's and determine their uency of usage	6.16		(a)None available [frequency]
ey teachers for ratings of IMC effectiveness			(b)None available [ratings]

	Management Questions		Analyses
6.17	What methods for demonstrating materials will be most effective in Colorado?	6.17	Survey methods currently in use elsewhere for demonstrating instructional materials. Determi which methods would be most effective in Colora

Analyses		Data Items
s currently in use elsewhere for instructional materials. Determine would be most effective in Colorado.	6.17	None available [Methods]

Management Questions	Analyses
6.18 What percent of staff time is spent performing each of the tasks required as part of program management for all staff members?	6.18 Survey the pupil services staff to determin amount of time spent on the tasks which are of their job description as well as other ta Categorize tasks and divide total time spent time spent on each task and category of tas

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Analyses	Data Items
Survey the pupil services staff to determine the amount of time spent on the tasks which are part of their job description as well as other tasks. Categorize tasks and divide total time spent into time spent on each task and category of task.	6.18 Staff time allocation survey

	Management Questions		Analyses
6.19	Is the Special Education Staff of the State Education Agency adequate to meet the management needs of Special Education in the state?	6.19	(a) Gather opinion of staff membe members regarding the adquacy of staff for meeting needs. (b) Compute the estimated man-mon required to accomplish each task necessary to fulfill each objectiv and compare to the man-months avai as a resource with the present sta Analyze by categories which match characteristics of personnel requi to do each task & characteristics personnel available within each ta and objective. List comparison fo all tasks and objectives.

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	Analyses		Data Items
.19	(a) Gather opinion of staff members members regarding the adquacy of the staff for meeting needs. (b) Compute the estimated man-months required to accomplish each task necessary to fulfill each objective and compare to the man-months available as a resource with the present staff. Analyze by categories which match up characteristics of personnel required to do each task & characteristics of personnel available within each task and objective. List comparison for all tasks and objectives.	6.19	None available [Opinion] [Man Hours]

	Management Questions		Analyses
6.20	What is the effect on children of the inservice training institutes?	6.20	(1) Assess the performance of children by teachers who have been through a pa inservice training institute with thos have not. (2) Calculate the assessment of teache have attended a particular training in and their supervisors in terms of the the institute on the job performance t institute was designed to change.
6.21	How do the inservice training institutes compare to other approaches to providing training in terms of effectiveness?	6.21(a)	Compare assessment of teacher performa teachers and supervisors) which instit designed to improve with assessment o formance of other teachers who receiv designed to improve the performance or tasks but was transmitted through a d media.
		6.21(b)	Determine whether teachers actually u they learned in the training institut

Analyses		Data Items
sess the performance of children taught chers who have been through a particular ice training institute with those who ot.	6.20 (1)	None available [Test performance]
lculate the assessment of teachers who ttended a particular training institute eir supervisors in terms of the effect of stitute on the job performance that the ute was designed to change.	(2)	None available [Ratings on performance]
e assessment of teacher performance (by rs and supervisors) which institutes are ed to improve with assessment of per- ce of other teachers who received training ed to improve the performance on the same but was transmitted through a different .	6.21 (a)	None available [Ratings on performance]
ine whether teachers actually use what learned in the training institutes	6.21 (b)	None available [Use of what was learned]

Management Questions

6.22 How effective are the means for transmitting information to the LEA's

Analyses

6.22 (1)Assign the comments on the sessions a rating
Average all the ratings of the sessions of t
training institutes across sessions. Averag
ratings of the institutes across all institu

$$\frac{\sum_{\text{Sessions}} [(1)+(\text{list}\ldots)+(2)]}{\#\text{ of sessions}} = \bar{x}\text{ institute rat}$$

$$\frac{\sum_{\text{Institutes}} (\bar{x}\text{ rating})}{\#\text{ of institutes}} = \bar{x}\text{ rating of all institu}$$

6.22 (2) Survey LEA's and obtain rating of effective
to them of phone calls to transmit informat
Sum ratings across all LEA's and divide by
of LEA's

$$\frac{\sum_{\text{LEA's}} (\text{ratings})}{\#\text{ of LEA's}} = \bar{x}\text{ rating of phone calls}$$

6.22 (3) Survey LEA's and obtain rating of effective
to them of field visits to transmit informa
Sum the ratings across all LEA's and divide
number of LEA's

$$\frac{\sum_{\text{LEA's}} (\text{ratings})}{\#\text{ LEA's}} = \bar{x}\text{ rating of field visits}$$

Analyses	Data Items
he comments on the sessions a rating of 1 to 5. all the ratings of the sessions of the service g institutes across sessions. Average the mean of the institutes across all institutes $\frac{[(1)+(\text{list}\ldots)+(2)]}{\text{s} \quad \text{of sessions}} = \bar{x}$ institute rating $\frac{(\bar{x}\ \text{rating})}{\text{es} \quad \text{of institutes}} = \bar{x}$ rating of all institutes	6.22 Special Study Institute for school Principals (1[list] & 2,1-n) (ratings 1/2/3/4/5 & comment, sessions) [Ratings]
ey LEA's and obtain rating of effectiveness hem of phone calls to transmit information. ratings across all LEA's and divide by number EA's $\frac{(\text{ratings})}{\text{s} \quad \text{LEA's}} = \bar{x}$ rating of phone calls	None available [Ratings]
vey LEA's and obtain rating of effectiveness hem of field visits to transmit information. the ratings across all LEA's and divide by ber of LEA's $\frac{(\text{ratings})}{\text{'s} \quad \text{EA's}} = \bar{x}$ rating of field visits	None available [Ratings]

	Management Questions		Analyses
6.23	Which methods of information transmittal best fit the various factors of audience and types of information?	6.23	Rank order the three types of informati transmittal (inservice training, phone and mail, field visits) on the basis of feedback from participants and results question 6.18. Rank order the three tr mittal types for each of the following of audience: situated nearby, situated far away, an individual, a small group, a large grou teachers, parents, administrators and principals. And for each type of audie rank order the information transmittal for the following types of information commonly needed by all, uniquely neede needed very quickly, needing a demonst needing only transmittal

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Analyses	Data Items
ank order the three types of information ransmittal (inservice training, phone calls d mail, field visits) on the basis of eedback from participants and results of uestion 6.18. Rank order the three trans- ittal types for each of the following types f audience: ituated nearby, situated far away, an dividual, a small group, a large group, eachers, parents, administrators and rincipals. And for each type of audience ank order the information transmittal modes r the following types of information: ommonly needed by all, uniquely needed, eeded very quickly, needing a demonstration, eeding only transmittal	6.23 None available [Ranks]

SECTION 7. FEDERAL PROGRAMS

RELATED SDAP AND NESDEC POLICY QUESTIONS*

7. Federal Programs

   a. Project Evaluation

* 1. How effective is the SEA in providing substantive guidance and assistance to the LEA's in their programs for the handicapped?

* 2. What assistance does the SEA offer LEA's in evaluating Federally-funded projects and other activities for the handicapped?

3. What is the nature and status of evaluation of program and project activity?

4. Have all LEA's performed and reported on local project evaluation to SEA?

5. What form did the LEA's evaluation take; what were results of local evaluation?

6. Do LEA's require SEA assistance to complete local project evaluations? Which projects require SEA evaluation as well as local?

7. What form of evaluation will be followed and how will results be provided to the LEA personnel?

8. Are LEA projects being operated in compliance with proposals? With State plans? With Federal guidelines or other regulations?

9. Which (if any) LEA's must be monitored for compliance assurance.

10. Which LEA projects will be the subject of on-site evaluations by SEA personnel?

11. Which projects are such as to be publicized throughout the State or beyond?

assistance to the LEA's in their programs for the handicapped?

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8. Are LEA projects being operated in compliance with proposals? With State plans? With Federal guidelines or other regulations?

9. Which (if any) LEA's must be monitored for compliance assurance.

10. Which LEA projects will be the subject of on-site evaluations by SEA personnel?

11. Which projects are such as to be publicized throughout the State or beyond?

12. Which projects are such that duplication should be encouraged?

13. Are the LEA's staying within their proposed project budgets?

* 14. What effects are associated with educational programs for the handicapped?

* 15. What academic changes have occurred in pupils receiving educational services designed to meet the needs of the handicapped?

* 16. What behavioral changes have occurred?

* 17. What affective changes have occurred?

* 18. What institutional changes have occurred in LEA's involved in Federally-funded projects?

* 19. To what extent have practices and techniques resulting from Federally-funded projects been incorporated into school programs?

20. What additional funds are needed to make a Special Education Program to all who need it?

* 21. What is the subject or activity area of each service?

* Asterisk denotes NESDEC Policy Questions

* 22. What handicaps is the service designed to serve?

* 23. What special education or related needs is each service designed to meet?

* 24. What are the academic objectives of each service?

* 25. What are its physical objectives?

* 26. What are the social adjustment objectives?

* 27. What types of people participate in each service?

* 28. What are the services costs?

* 29. What ages and grade levels are served?

* 30. How many staff members are there in each type of position?

* 31. What is the pupil/staff ratio?

* 32. To what extent are personnel training or parent services funded by this program?

b. Project Monitoring

* 1. How do the general characteristics of Federally-funded projects services compare to those of regular school programs and of State-funded programs in which handicap children participate?

* 2. What is the funding source of each service?

* 3. How are Federally-funded projects coordinated with other programs in terms of extent to which complementary or independent services exist among Education of the Handicapped Act Programs, ESEA, Title I, ESEA Title III, and the Vocational Educational Amendments.

* 4. What evidence is there of joint priority setting?

* 5. To what

* 25. What are its physical objectives?

* 26. What are the social adjustment objectives?

* 27. What types of people participate in each service?

* 28. What are the services costs?

* 29. What ages and grade levels are served?

* 30. How many staff members are there in each type of position?

* 31. What is the pupil/staff ratio?

* 32. To what extent are personnel training or parent services funded by this program?

b. Project Monitoring

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* 2. What is the funding source of each service?

* 3. How are Federally-funded projects coordinated with other programs in terms of extent to which complementary or independent services exist among Education of the Handicapped Act Programs, ESEA, Title I, ESEA Title III, and the Vocational Educational Amendments.

* 4. What evidence is there of joint priority setting?

* 5. To what extent is there coordination in needs assessment?

* 6. To what extent is there coordination staffing?

c. Program Development (Proposal Evaluation)

* 1. How effective is the SEA in providing substantive guidance and assistance to the LEA's in their programs for the handicapped?

* 2. What assistance does the SEA provide to LEA's in developing the content of Federally-funded projects and other activities for the handicapped?

3. What is the nature and status of proposals?

4. What are the types of Projects for which funds can be used under the Program Plan, etc.?

5. Does each proposal comply with the guidelines, etc., and the State Plans?

6. Does the proposal meet or relate to the assessed needs of the LEA?

7. Which are best proposals for competition for available funds?

8. Which proposals require modification prior to final decisions about funding?

9. Based on Program goals and the available funds, which of the submitted proposals are to be funded?

10. How much Program money will be available for project in FY.

11. Do LEA's require systems and planning projects, in proposal preparation or in project development?

12. Do LEA's require systems and preparation of curriculum guides, materials, etc.?

13. What additional funds are needed to make the Special Education Program available to all who need it?

* 14. What ages and grade levels are served?

* 15. To what extent does coordination in planning exist between Federally-funded programs and other local and State programs?

* 16. What evidence is there of joint priority setting?

* 17. To what extent is there coordination in needs assessment?

* 18. To what extent is there coordination in staffing?

* 19. What are the projects objectives, activities, and evaluation plans?

Management Questions	Analyses
7.1 How effective is the training of professional trainees in terms of the mean gain in test scores related to cognitive knowledge about the learning disabilities area?	7.1(a) Subtract the pretest score from the score in cognitive knowledge about each trainee to get the gain in kno Sum the gain in test score across al and divide by the number of trainee post test score - pre test score = $\frac{\sum_{\text{trainees}} (\text{gain})}{\text{total \# trainees}}$
7.2 How effective is the training of professional trainees in terms of the mean gain in test scores related to case study interpretation?	7.2(a) Subtract the pretest score from the score in case study interpretation trainee to get the gain in interpre the gain in test score across all t divide by the number of trainees. post test score - pre test score = $\frac{\sum_{\text{trainees}} (\text{gain})}{\text{total \# trainees}}$
7.3 To what extent have the objectives of the project been met in terms of percent of the children enrolled who have been dismissed within one year as having adequate gains with no further need for center's service?	7.3(a) Divide the number of children dismi year as having adequate gains by th of children involved in the project than 50% were dismissed the objecti $\frac{\text{\# children making adequate gains}}{\text{\# enrolled in project}} \cdot 100\% = X \begin{matrix} X \geq \\ X < \end{matrix}$

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Analyses	Data Items
ract the pretest score from the post test e in cognitive knowledge about LD area for trainee to get the gain in knowledge. the gain in test score across all trainees divide by the number of trainees.	7.1 LDG Pre-test and Post-test [Scores]
ract the pretest score from the post test e in case study interpretation for each nee to get the gain in interpretation. Sum gain in test score across all trainees and de by the number of trainees.	7.2 LDG Pre-test and Post-test [Scores]
de the number of children dismissed within one as having adequate gains by the total number hildren involved in the project. If greater 50% were dismissed the objective has been met.	7.3 LDG Pre-test and Post-test [Number of children]

Formula for 7.1:

t test score - pre test score = gain

$$\frac{\sum_{\text{nees}} (\text{gain})}{\text{l \# trainees}}$$

Formula for 7.2:

t test score - pre test score = gain

$$\frac{\sum_{\text{nees}} (\text{gain})}{\text{l \# trainees}}$$

Formula for 7.3:

$$\frac{\text{ildren making} \ \text{uate gains}}{\text{rolled in project}} \cdot 100\% = X \quad \begin{array}{l} X \geq 50\% = \text{objective met} \\ X < 50\% = \text{objective not met} \end{array}$$

	Management Questions		Analyses
7.4	To what extent have the objectives of the project been met in terms of gains in academic achievement which have occured within one year?	7.4(a)	Divide the gain in months in academ ment in 6 months for each child by is greater than 9/10 objective has $\frac{\text{\# months gained in achievement}}{\text{6 months}} =$ $X \geq 9/10$ = objective met $X < 9/10$ = objective not met
7.5	To what extent have the objectives of the project been met in terms of gains per month made in psycholinguistic scale scores by children deficient in psycholinguistic age?	7.5(a)	Sum the gains in psycholinguistic sc of each child participating in progr by the number of months participatin greater than scale score criteria c is met. Or if equals age level obje met. Or if substitute areas improve is met. $\frac{\sum \text{gains in scale scores each m}}{\text{\# months}}$ $X \geq$ scale score gain criteria then ob $X =$ age level then objectives met substitute areas improve = objective
7.6	To what extent have the objectives of the project been met in terms of gains per month made in the auditory vocal channel of learning?	7.6(a)	Sum the gains in month in the audito channel of learning as measured by t each month participating in program, the number of months participating. than 3 mos. per month objective is m substitute areas improve objective i $\frac{\sum \text{gains in month of each month}}{\text{\# months}}$ $X \geq 3$ mos. per mo. = objectives met substitute areas improve = objective

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nalyses		Data Items
e gain in months in academic achieve- months for each child by 10. If gain r than 9/10 objective has been met. ained in achievement = X months = objective met = objective not met	7.4	LDG Pre-test and Post-test [Number of months]
ains in psycholinguistic scale scores ild participating in program. Divide mber of months participating. If han scale score criteria objective r if equals age level objective is f substitute areas improve objective ains in scale scores each month = X # months core gain criteria then objectives met vel then objectives met areas improve = objectives met	7.5	LDG Pre-test and Post-test [Scale Scores]
ains in month in the auditory vocal learning as measured by the I.B.T.A. h participating in program, divide by r of months participating. If greater s. per month objective is met. If areas improve objective is met. s in month of each month = X # months per mo. = objectives met areas improve = objectives met	7.6	LDG Pre-test and Post-test [Number of Months]

	Management Questions		Analyses
7.7	To what extent have the objectives of the project been met in terms of gains per month made in the visual motor channel of learning?	7.7(a)	Sum the gains in month in the visual mot channel of learning as measured by the I each month participating in program, div by the number of months participating. greater than 3 mos. per month objective met. If substitute areas improve object is met. $\frac{\sum \text{gains in month of each month}}{\# \text{ months}} = X$ $X \geq 3$ mos. per mo. = objectives met substitute areas improve = objectives me
7.8	To what extent have the objectives of the project been met in terms of improvement with a child relating to adults and peers?	7.8	Compare Pre and Post Behavior checklist
7.9	To what extent have the objectives of the project been met in terms of whether children improved in attending to tasks?	7.9	Compare teacher judgment and Behavior c list, pre and post.
7.10	To what extent have the objectives of the project been met in terms of study skills improvement?	7.10	List the number of teachers and parents think there has been improvement and li total number of teachers and parents.
7.11	To what extent have the objectives of the project been met in terms of whether they get along with other children in a non-disruptive manner better than before?	7.11	List the number of teachers and parents think there has been improvement and li total number of teachers and parents.

Analyses	Data Items
Sum the gains in month in the visual motor channel of learning as measured by the I.B.A., each month participating in program, divide by the number of months participating. If greater than 3 mos. per month objective is met. If substitute areas improve objective is met. $\frac{\sum \text{gains in month of each month}}{\text{\# months}} = X$ $X \geq 3$ mos. per mo. = objectives met substitute areas improve = objectives met	7.7 LDG Pre-test and Post-test [Number of Months]
Compare Pre and Post Behavior checklist.	7.8 Behavior checklist [Behavior]
Compare teacher judgment and Behavior checklist, pre and post.	7.9 Teacher judgment [Judgment] Behavior checklist [Behavior]
List the number of teachers and parents who think there has been improvement and list total number of teachers and parents.	7.10 Teacher & Parent judgment [Judgments]
List the number of teachers and parents who think there has been improvement and list total number of teachers and parents.	7.11 Teacher & Parent judgment [Judgments]

	Management Questions		Analyses
7.12	To what extent have the objectives of the project been met in terms of whether their enthusiasm for learning improved to the extent that the children can function adequately in the classroom?	7.12	List the number of teachers and parents wh think there has been improvement and list total number of teachers and parents.
7.13	What were the results of the Formative Evaluation (Child Service Demonstration Project Learning Disabilities Grant Summary Evaluation (LDGSE)) in terms of percent of participating professionals who thought the program should continue?	7.13	Sum the number of participating professi answering "yes the program should continu divide by total number of participating p fessionals. Multiply by 100%. $\frac{\sum \text{LDGSE (1/yes)}}{\text{\# Participating Professionals}} \cdot 100\%$

Analyses	Data Items
the number of teachers and parents who there has been improvement and list number of teachers and parents.	7.12 Teacher & Parent judgments [Judgments]
the number of participating professionals ering "yes the program should continue" and de by total number of participating pro- ionals. Multiply by 100%. / LDGSE (1/yes) / rticipating Professionals • 100%	7.13 LDGSE - (1) (should program continue) [Yes]

	Management Questions		Analyses
7 14	What were the results of the Formative Evaluation (Child Service Demonstration Project Learning Disabilities Grant Summary Evaluation (LDGSE) in terms of percent of the participating professionals who wished to continue as a participant in the program?	7.14	Sum the number of participating pr fessionals who wish to continue in program and divide by total number participating professionals. Multi by 100%. $\frac{\sum \text{LDGSE (2/yes/)}}{\text{\# Participating Professionals}}$
7.15	What were the results of the Formative Evaluation (Child Service Demonstration Project Learning Disabilities Grant Summary Evaluation (LDGSE)) in terms of what the participating professionals think to be the major strength of the program?	7.15	Content analyze the major strength program stated by responses. Const categories of strengths. Distribut responses among categories. Sum wi each category.
7.16	What were the results of the Formative Evaluation (Child Service Demonstration Project Learning Disabilities Grant Summary Evaluation (LDGSE)) in terms of what they think to be the major weaknesses of the program?	7.16	Content analyze the major weakness program stated by responses. Const categories of weaknesses. Distribu responses among categories. Sum wi each category.
7.17	What were the results of the Formative Evaluation (Child Service Demonstration Project Learning Disabilities Grant Summary Evaluation (LDGSE)) in terms of how they think the program could be changed to better meet their needs?	7.17	Content analyze the suggestions of responses on changing the program t meet their needs. Construct catego changes. Distribute responses amon categories. Sum within each catego

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Analyses	Data Items
Sum the number of participating professionals who wish to continue in the program and divide by total number of participating professionals. Multiply by 100%. $\frac{\sum \text{LDGSE (2/yes/)}}{\text{\# Participating Professionals}} \cdot 100\%$	7.14 LDGSE - (2/yes/)(wish to continue as participant/yes)
Content analyze the major strengths of program stated by responses. Construct categories of strengths. Distribute responses among categories. Sum within each category.	7.15 LDGSE - (3) (major strength of program) [Strengths]
Content analyze the major weaknesses of program stated by responses. Construct categories of weaknesses. Distribute responses among categories. Sum within each category.	7.16 LDGSE - (4) (major weakness of program) [Weaknesses]
Content analyze the suggestions of the responses on changing the program to better meet their needs. Construct categories of changes. Distribute responses among categories. Sum within ea[illegible] category.	7.17 LDGSE - (5) (changes to better meet needs) [Changes]

Management Questions	Analyses
7.18 What were the results of the Formative Evaluation (Child Service Demonstration Project Learning Disabilities Grant Summary Evaluation (LDGSE)) in terms of what they think would be the optimum number of days of training in their situation?	7.18 Construct a distribution of the optimum number of days of training suggested by responses. Distribute responses. Sum within each interval.
7.19 What were the results of the Formative Evaluation (Child Service Demonstration Project Learning Disabilities Grant Summary Evaluation (LDGSE)) in terms of how the information and knowledge gained in the project was applicable to their situation?	7.19 Content analyze ways suggested by respon that the information and knowledge gaine project is applicable to their situation Construct categories of ways. Distribute responses among categories. Sum within e category.
7.20 What were the results of the Formative Evaluation (Child Service Demonstration Porject Learning Disabilities Grant Summary Evaluation (LDGSE)) in terms of percent of the participating professionals who responded that the inservice training in their districut was of significant value in helping them work with children with LD?	7.20 Sum the number of responses who thought the inservice training was of significant and divide by the total number of respons Multiply by 100%. $\dfrac{\sum \text{LDGSE (8/yes)}}{\text{LDGSE [(8/yes)+(8/no)]}} \cdot 100\%$

Analyses	Data Items
nstruct a distribution of the imum number of days of training gested by responses. Distribute ponses. Sum within each interval.	7.18 LDGSE - (6) (optimum number of days of training) [Number of days]
ntent analyze ways suggested by responses t the information and knowledge gained in ject is applicable to their situation. struct categories of ways. Distribute ponses among categories. Sum within each egory.	7.19 LDGSE - (7) (ways in which information and knowledge gained has been applicable) [Ways Applicable]
m the number of responses who thought "yes inservice training was of significant value" divide by the total number of responses. tiply by 100%. $\frac{\text{LDGSE (8/yes/)}}{\text{LDGSE [(8/yes/)+(8/no/)]}} \cdot 100\%$	7.20 LDGSE - (8/yes/) (in-service training significant in helping work with LD children/yes/) [Responses]

	Management Questions		Analyses
7.21	What were the results of the Formative Evaluation (Child Service Demonstration Project Learning Disabilities Grant Summary Evaluation (LDGSE)) in terms of percent of the participating professionals who responded that their administration saw the inservice training as significant and worthwhile?	7.21	Sum the number of responses sa the administration saw the inse training as significant" and di the total number of responses. by 100%. $\frac{\sum \text{LDGSE (9/yes✓)}}{\text{LDGSE [(9/yes✓)+(9/no✓)]}}$
7.22	What were the results of the Formative Evaluation (Child Service Demonstration Project Learning Disabilities Grant Summary Evaluation (LDGSE)) in terms of percent who responded that the communication about the project and its purposes were clear to them?	7.22	Sum the number of responses sa the communication about the pro purposes was clear" and divide number of responses. Multiply $\frac{\sum \text{LDGSE (10/yes✓)}}{\text{LDGSE [(10/yes✓)+(1}}$
7.23	What were the results of the Formative Evaluation (Child Service Demonstration Project Learning Disabilities Grant Summary Evaluation (LDGSE)) in terms of improvement they think was needed in regard to communication?	7.23	Content analyze improvements s needed in regard to communicati categories of improvements. Di responses among categories. Su category.

Analyses	Data Items
Sum the number of responses saying "yes the administration saw the inservice training as significant" and divide by the total number of responses. Multiply by 100%. $\dfrac{\sum \text{LDGSE (9/yes/)}}{\text{LDGSE [(9/yes/)+(9/no/)]}} \cdot 100\%$	7.21 LDGSE - 9/yes/)(administration saw inservice training as significant and worthwhile /yes/) [Responses]
Sum the number of responses saying "yes the communication about the project and its purposes was clear" and divide by the total number of responses. Multiply by 100%. $\dfrac{\sum \text{LDGSE (10/yes/)}}{\text{LDGSE [(10/yes/)+(10/no/)]}} \cdot 100\%$	7.22 LDGSE - (10/yes/)(communication about project and its purposes clear/yes/) (10/no/)(communication about project and its purposes clear/no/) [Responses]
Content analyze improvements suggested as needed in regard to communication. Construct categories of improvements. Distribute responses among categories. Sum within each category.	7.23 LDGSE - (10) (improvements in communication needed) [Improvements]

Management Questions		Analyses
7 24 What were the results of the Summative Evaluation in terms of whether the two trained teams established a resource center in their local district?	7.24	Determine if the two trained te established a resource center in district. If yes, objective has
7.25 What were the results of the Summative Evaluation in terms of whether the teams were able to raise the academic performance of 50% of the pupils who attended the newly established resource center during the academic year?	7.25	Subtract the preparticipation gr the pupils from the post partici level. Sum the differences in g greater than 0 and divide by the of pupils. Multiply by 100%. Th is met if more than 50% of pupils raise in grade level. post participation- pre participa grade level grade level $\frac{\sum_{(Y>0)}}{\#\ \text{pupils}}$ 100% = X X 50% = objective met
7.26 What were the results of the Summative Evaluation in terms of whether the teams were able to identify 50% of the listed deficient areas and implement activities to remediate the deficiency?	7.26	Divide the number of listed defic activities the teams were able to implement by the total number of areas and activities and multiply greater than 50% objective is met $\frac{\#\ \text{identified \& implemente}}{\text{total \# deficient areas \& activit}}$ $X \geq 50\%$ = objective met

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	Analyses	Data Items		
.24	Determine if the two trained teams have established a resource center in local district. If yes, objective has been met.	7.24	LDGSE	[yes]
.25	Subtract the preparticipation grade level of the pupils from the post participation grade level. Sum the differences in grade level greater than 0 and divide by the total number of pupils. Multiply by 100%. The objective is met if more than 50% of pupils achieve a raise in grade level. $\underset{\text{grade level}}{\text{post participation}} - \underset{\text{grade level}}{\text{pre participation}} = Y$ $\frac{\sum_{(Y > 0)}}{\# \text{ pupils}} \cdot 100\% = X$ X 50% = objective met	7.25	LDGSE	[Grade level]
.26	Divide the number of listed deficient areas and activities the teams were able to identify and implement by the total number of listed deficient areas and activities and multiply by 100%. If greater than 50% objective is met. $\frac{\# \text{ identified \& implemented}}{\text{total } \# \text{ deficient areas \& activities}} \cdot 100\% = X$ $X \geq 50\%$ = objective met	7.26	LDGSE	[Deficient areas & activities]

Management Questions		Analyses
7.27 What were the results of the Summative Evaluation in terms of the result of the application by the teams of the Stanford Achievement Test on a pre-post basis to determine the progress of their students at the local district?	7.27	Subtract the pre-participati Achievement Test achievement the post participation Stanfo Test scores to determine prog for each student. post-test Stanford Achievement Test - S score
7.28 What were the results of the Summative Evaluation in terms of whether the RMIMC is ready to provide and disseminate the outcome of the resource center upon the request of LEA's both in and outside of Colorado?	7.28	Ascertain if the RMIMC is re and disseminate the outcome o center upon the request of LE outside of Colorado.
7.29 What were the results of the evaluation of each project?	7.29	For each project list the re evaluation to be found in OE9 the narrative evaluation repo projects effectiveness on a s Determine the average rating projects.
7.30 Are the objectives being met in accordance with the project schedule?	7.30	Assess the progress of proj accomplishment of objectives the proposed project schedul objectives on a frequent per

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Analyses	Data Items
Subtract the pre-participation Stanford chievement Test achievement scores from he post participation Stanford Achievement est scores to determine progress of students, or each student. post-test pre-test tanford Achievement Test - Stanford Achievement Test = progress score score	7.27 LDGSE [Test scores]
Ascertain if the RMIMC is ready to provide nd disseminate the outcome of the resource enter upon the request of LEA's both in and utside of Colorado.	7.28 LDGSE [Readiness Statement]
For each project list the results of the evaluation to be found in OE9025.2.14 and in the narrative evaluation report and rate the rojects effectiveness on a scale of 1-5. etermine the average rating of all federal rojects.	7.29 OE9025 2.14 (Evaluation [Evaluative Notes]
Assess the progress of project and the ccomplishment of objectives and compare to the proposed project schedule for accomplishing objectives on a frequent periodic basis.	7.30 Proposal Objectives - Activity Resources - Matrix-Manpower Schedule OE9025 (9:/c/) (type of form:/report/) (14:M-Q) (abstract, evaluation) [Project schedule]

	Management Questions		Analyses
7.31	Who are the personnel participating in the project supported by federal funds?	7.31	Secure a list of personnel by type participating in the project supported by federal funds.
7.32	Who are the consultants who are particpating in the federally supported project?	7.32	List consultants working on the project
7.33	What is the justification for line items in the budget of the federally supported project?	7.33	List justification

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Analyses		Data Items
ecure a list of personnel by type rticipating in the project supported by deral funds.	7.31	None available [Name and type of position]
ist consultants working on the project	7.32	None available [Name and position]
ist justification	7.33	None available [Justification]

Management Questions	Analyses
7.34 To what degree is the federally funded project progressing toward meeting its objectives?	7.34 (1) For individual projects, sum across evaluators latest rating on progress to objectives and d by the number of evaluators to get the mean rating, X. $\text{For individual projects latest visitation} = \frac{\sum_{1-n} \text{Evaluators (2b)}}{n}$
	7.34 (2) List each evaluators rating and comments for projects from the latest visitation for indic item.
	7.34 (3) List the comments of the project director on objectives being attained and those not bein attained for individual projects.

Analyses	Data Items		
l projects, sum across evaluators the g on progress to objectives and divide r of evaluators to get the mean al $= \dfrac{\sum\limits_{1-n} \text{Evaluators (2b)}}{n}$	7.34 (1)	CDE Title III- On-Site Evaluation Form	(NIN2) (visitation dates) (1-n) (project titles) (1-n) (evaluators) Section I (2b) (progres to objectives) [Ratings (1-5, high to low)]
luators rating and comments for individual m the latest visitation for indicated	7.34 (2)	CDE Title III- On-Site Evaluation Form	(NIN2) (visitation dates) n (number of evaluation Section I (2b) (progres to objectives (1-n) (project title) (1-n) (evaluators) [Comments (ratings 1-5, high to low)]
ents of the project director on specific eing attained and those not being individual projects.	7.34 (3)	CDE Title III-- On-Site Evaluation Form	(1A) (objectives being attained) (1B1) (objectives not being attained) (NIN2) (project title) [Comments]

Management Questions	Analyses
7.35 If the federally funded project is not meeting its objectives why not?	7.35 (1) For individual project,sum the latest ratings on fact related to probable success of the project as indica across evaluation and divide by the number of evalua to get a mean rating for each item as indicated For individual projects latest visitation $= \frac{\sum_{\substack{\text{Evaluators} \\ (1-n)}} \left[\begin{matrix} (1a)\&(1b)\&(1c)\&(2a \\ (3a)\&(3b)\&(4a)\&(4b \\ (4b2)\&(4b3)\&(6a)\& \end{matrix} \right.}{n}$

Analyses			Data Items
dual project,sum the latest ratings on factors o probable success of the project as indicated aluation and divide by the number of evaluators mean rating for each item as indicated dual = $\dfrac{\sum\limits_{\substack{\text{valuators}\\(1-n)}} \begin{bmatrix}(1a)\&(1b)\&(1c)\&(2a)\\(3a)\&(3b)\&(4a)\&(4b1)\&\\(4b2)\&(4b3)\&(6a)\&\ (3c)\end{bmatrix}}{n}$	7.35 (1)	CDE Title III- On-Site Evaluation Form	(NIN2) (visitation dates) (1-n) (project titles) (1-n) (evaluators) Section I (1a) (current direction) (1b) (awareness of proj objectives) (1c) (are policies conducive) (2a) (activities appropriateness) (3a) (physical resource appropriateness) (3b) (human resources adequacy) (3c) (personnel qualities) (4a) (budget appropriat ness) (4b1) (leadership) (4b2) (supervision) (4b3) (fiscal managemen (6a) (evaluation procedure appropriateness) [Ratings (1-5, high to low)] n (number of evaluators

Management Questions	Analyses
7.35 If the project is not meeting its objectives why not? (Continued)	7.35 (2) List each evaluators rating and comments for indi projects from the latest visitation for indicate
	7.35 (3) List the comments of the project director on the factors which have prevented attainment of proj objectives for individual projects.

Analyses			Data Items
each evaluators rating and comments for individual ects from the latest visitation for indicated items.	7.35 (2)	CDE Title III-On-Site Evaluation Form	(NIN2) (visitation dates (1-n) (project title) (1-n) (evaluators) Section I (1a) (current direction) (1b) (awareness of project objectives) (1c) (are policies conducive) (2a) (activities appropriateness) (3a) (physical resources appropriateness) (3b) (human resources adequacy) (3c) (personnel qualities) (4a) (budget appropriateness (4b1) (leadership) (4b2) (supervision) (4b3) (fiscal management (6a) (evaluation procedure appropriateness) Section II (1) (additional comments) [Comments]
the comments of the project director on the tors which have prevented attainment of project ectives for individual projects.	7.35 (3)	CDE Title III-On-Site Evaluation Form	(NIN2) (project title) (1B2) (factors preventin attainment) (1C) (awareness of objectives) (1D) (are policies hindrance) [Comments]

	Management Questions		Analyses
7.36	How can we help the LEA's meet the objectives which they are not meeting?	7.36	Based on the list of objectives not being met (analy and the reasons for not meeting them (analysis lb)h identify solutions which will aid the project to me objectives

Analyses		Data Items
the list of objectives not being met (analysis 1a) reasons for not meeting them (analysis 1b)help LEA y solutions which will aid the project to meet all ves	7.36	None Available [Objectives and reasons]

Management Questions	Analyses
7.37 What proportion is local and state funding of each federal funding source?	7.37 Sum the local and state funding for each project and divide by the sum of the amou approved and other federal funds for each project $\frac{\text{For each Project (1-n) OE9025 (8a \& 8b)}}{\text{For each Project (1-n) OE9025 (1 E\&}8c_1\text{\&}8c_2\text{\&}8c_3\text{)}}$
7.38 What percentage of the cost of Federal projects are borne by the federal, state, local, other (1) across projects (2) for each project?	7.38(a) Sum the amount approved and other federal and each of local expenditures, state exp tures, and other expenditures across proj divide by the sum of the amount approved total of the other expenditures across pr $\frac{\sum_{\text{Projects}} \text{OE9025 } [(1\ E)+(8c_1)+(8c_2)+(8c_3)}{\sum_{\text{Projects}} \text{OE9025 } [(1\ E)+(8e)\ ]}$
	7.38 (b) Sum the amount approved and other federal each of local expenditures, state expendi and other expenditures for each project a divide by the sum of the amount approved total of the other expenditures for each List $\left[\frac{\text{OE9025 } [\ (1\ E) \quad +(8c_1)+(8c_2)+(8c_3)]\text{\& 8a}}{\text{OE 9025 } [\ (1\ e)+(8e)\ ]}\right.$

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Analyses		Data Items
um the local and state funding for each roject and divide by the sum of the amount pproved and other federal funds for each roject $\dfrac{\text{or each}_{\text{roject (1-n)}}\ \text{OE9025 (8a \& 8b)}}{\text{or each}_{\text{roject (1-n)}}\ \text{OE9025 }(1\ \text{E}\&8c_1\&8c_2\&8c_3)}$	7.37	OE9025 - (8a&8b) (local funding and state funding) $(1\ \text{E}\&8c_1\ \&8c_2\ \&8c_3)$ (amount approved & other federal funds_1 and other federal funds_2 and other federal funds_3) (1-n) (projects) [Dollars spent/dollars spent]
um the amount approved and other federal funds nd each of local expenditures, state expenditures, and other expenditures across projects and ivide by the sum of the amount approved and the otal of the other expenditures across projects $\dfrac{\sum_{\text{rojects}} \text{OE9025 } [(1\ \text{E})+(8c_1)+(8c_2)+(8c_3)]+8a\ \&\ 8b\ \&\ 8d}{\sum_{\text{rojects}} \text{OE9025 } [(1\ \text{E})+(8e)]}$ um the amount approved and other federal funds and ach of local expenditures, state expenditures, nd other expenditures for each project and ivide by the sum of the amount approved and the otal of the other expenditures for each project. $\left.\dfrac{\text{E9025 } [\ (1\ \text{E})\ +(8c_1)+(8c_2)+(8c_3)]\&\ 8a\ \&\ 8b\ \&\ 8d}{\text{E 9025 } [\ (1\ e)+(8e)\ ]}\right],\ 1\text{-}n$	7.38	OE9025 - (1 E,1-n) (amount approved,project) $(8c_1,1\text{-}n)$ (other federal funds, projects) $(8c_2,1\text{-}n)$ (other federal funds, projects) $(8c_3,1\text{-}n)$ (other federal funds, projects) (8a & 8b & 8d,1-n) (local expenditures & state expenditures, other expenditures, project) (1 E,1-n) (amount approved, project) (8e,1-n) (total of the expenditures, project) [Dollars spent]

Management Questions	Analyses
7.39 What is the total cost per pupil (a) across projects (b) for each project?	7.39 (a) Sum the amount approved and the t other expenditures across project divide by the total participants a projects $\frac{\sum_{\text{Projects}} \text{OE9025 [(1 E)+(8e)]}}{\sum_{\text{Projects}} \text{OE9025 (13A:g,12)}}$
	7.39 (b) Sum the amount approved and the to other expenditures for each projec divide by the total participants f each project $\frac{\text{OE9025 [(1 E,1-n)+(8e,1-n)]}}{\text{OE9025 (13A:g,12,1-n)}}$
7.40 What percentage of federal expenditures were for providing instruction (a) across projects (b) for each project?	7.40 (a) Sum the total federal expenditures instruction across projects and di the sum of the grand total expendit across projects $\frac{\sum_{\text{Projects}} \text{OE9025 (12A:C,2)}}{\sum_{\text{Projects}} \text{OE9025 (12A:C,19)}}$

Analyses

Data Items

pupil
each

7.39 (a) Sum the amount approved and the total of other expenditures across projects and divide by the total participants across projects

$$\frac{\sum_{\text{Projects}} \text{OE9025}\ [\ (1\ \text{E})+(8e)\ ]}{\sum_{\text{Projects}} \text{OE9025}\ (13A{:}g,12)}$$

7.39 (b) Sum the amount approved and the total of other expenditures for each project and divide by the total participants for each project

$$\frac{\text{OE9025}\ [\ (1\ \text{E},1\text{-}n)+(8e,1\text{-}n)\ ]}{\text{OE9025}\ (13A{:}g,12,1\text{-}n)}$$

7.39 OE9025 - (1 E,1-n)
approved,
(8e,1-n) (
other expe
projects)
(13A:g,12,
number of
served, ha
dition, pr

[Dollars s

expendi-
struction
each

7.40 (a) Sum the total federal expenditures for instruction across projects and divide by the sum of the grand total expenditures across projects.

$$\frac{\sum_{\text{Projects}} \text{OE9025}\ (12A{:}C,2)}{\sum_{\text{Projects}} \text{OE9025}\ (12A{:}C,19)}$$

7.40 OE9025 - (12A:c,2,1
cost, inst
projects)
(12A:C,19,
expenditur
total, pro

[Dollars s

alyses	Data Items
nount approved and the total of enditures across projects and the total participants across OE9025 [(1 E)+(8e)] OE9025 (13A:g,12) nount approved and the total of enditures for each project and the total participants for ect (1 E,1-n)+(8e,1-n)] 3A:g,12,1-n)	7.39 OE9025 - (1 E,1-n) (amount approved, project) (8e,1-n) (total of the other expenditures, projects) (13A:g,12,1-n) (total number of children served, handicap condition, projects) [Dollars spent/pupil]
tal federal expenditures for on across projects and divide by the grand total expenditures jects E9025 (12A:C,2) E9025 (12A:C,19)	7.40 OE9025 - (12A:c,2,1-n) (total cost, instruction, projects) (12A:C,19,1-n) (total expenditures, grand total, projects) [Dollars spent]

Management Questions	Analyses
7.40 What percentage of federal expenditures were for providing instruction (a) across projects (b) for each project?	7.40 (b) Sum the total federal expenditures for instruction for each project and divide by the sum of the grand total expenditures for each project $\frac{\text{For each Project} \quad \text{OE9025 (12A:C,2,1-n)}}{\text{For each Project} \quad \text{OE9025 (12A:C,19,1-n)}}$
7.41 What was the expenditure of federal funds per pupil total and what was the expenditure for pupil by handicap condition (a) across projects (b) for each project?	7.41 (a) Sum the federal expenditures across projects by handicap condition and tota and divide by the sum of the participan across projects by handicap condition a total $\frac{\sum_{\text{Projects}} \text{OE9025 (12B:d,1-12)}}{\sum_{\text{Projects}} \text{OE9025 (13A:g,1-12)}}$ 7.41 (b) Sum the federal expenditures for each project by handicap condition and total divide by the sum of the participants f each project by handicap condition and total $\frac{\text{OE9025 (12B:d,1-12,1-n)}}{\text{OE9025 (13A:g,1-12,1-n)}}$

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ns	Analyses		Data
l expendi- instruction or each	7.40 (b)	Sum the total federal expenditures for instruction for each project and divide by the sum of the grand total expenditures for each project $\frac{\text{For each Project OE9025 (12A:C,2,1-n)}}{\text{For each Project OE9025 (12A:C,19,1-n)}}$	7.40 OE9025 - (12A:C, expendit total) [Dollars
of federal d what was by cross projects	7.41 (a)	Sum the federal expenditures across projects by handicap condition and total and divide by the sum of the participants across projects by handicap condition and total $\frac{\sum_{\text{Projects}} \text{OE9025 (12B:d,1-12)}}{\sum_{\text{Projects}} \text{OE9025 (13A:g,1-12)}}$	7.41 OE9025 - (12B:d, handica total, (13A:g, childre conditi projects [Dollars
	7.41 (b)	Sum the federal expenditures for each project by handicap condition and total and divide by the sum of the participants for each project by handicap condition and total $\frac{\text{OE9025 (12B:d,1-12,1-n)}}{\text{OE9025 (13A:g,1-12,1-n)}}$	

Analyses	Data Items
m the total federal expenditures r instruction for each project and vide by the sum of the grand total penditures for each project $\frac{\text{r each oject} \quad \text{OE9025 (12A:C,2,1-n)}}{\text{r each oject} \quad \text{OE9025 (12A:C,19,1-n)}}$	7.40 OE9025 - (12A:C,19) (total expenditures, grand total) (1-n) (project) [Dollars spent]
m the federal expenditures across ojects by handicap condition and total d divide by the sum of the participants ross projects by handicap condition and tal $\frac{\sum_{\text{ojects}} \text{OE9025 (12B:d,1-12)}}{\sum_{\text{ojects}} \text{OE9025 (13A:g,1-12)}}$ m the federal expenditures for each oject by handicap condition and total and vide by the sum of the participants for ch project by handicap condition and tal $\frac{\text{9025 (12B:d,1-12,1-n)}}{\text{9025 (13A:g,1-12,1-n)}}$	7.41 OE9025 - (12B:d,1-12,1-n) (amounts, handicap condition and total, projects) (13A:g,1-12,1-n) (total children, handicap condition and total projects) [Dollars spent/pupil]

Management Questions	Analyses
7.42 What was the ratio of personnel paid by federal funds (each type and total) to the total number of pupils, by handicap condition (a) across projects (b) for each project?	7.42 (a) Sum the number of personnel paid by funds across projects by type of personnel and total and by handicap condition and total and divide by th sum of the total participants by handicap condition across projects $\dfrac{\sum_{\text{Projects}} \text{OE9025 (13B:i-1,1-12)}}{\sum_{\text{Projects}} \text{OE9025 (13A:g,1-12)}}$
	7.42 (b) Sum the number of personnel paid by federal funds for each project by type of personnel and total and by handicap condition and total and divi by the sum of the total participants by handicap condition for each projec $\dfrac{\text{OE 9025 (13B:i-1,1-12,1-n)}}{\text{OE 9025 (13A:g,1-12,1-n)}}$
7.43 How many personnel were trained from federal project funds by total and how many were trained bv handicap condition (a) across project (b) for each project?	7.43 (a) Sum the number of personnel paid by federal funds across project by typ of personnel and total and by handica condition and total $\sum_{\text{Projects}} \text{OE9025 (13C:n-q,1-12)}$

Analyses	Data Items
um the number of personnel paid by unds across projects by type of ersonnel and total and by handicap ondition and total and divide by the um of the total participants by andicap condition across projects $\dfrac{\sum_{\text{rojects}} \text{OE9025 (13B:i-1,1-12)}}{\sum_{\text{rojects}} \text{OE9025 (13A:g,1-12)}}$	7.42 OE9025 - (13B:i-1,1-12,1-n) (type of personnel and total, handicap condition and total, projects) (13A:g,1-12,1-n) (total children, handicap condition and total, projects) [Pupil/personnel]
um the number of personnel paid by ederal funds for each project by ype of personnel and total and by andicap condition and total and divide y the sum of the total participants y handicap condition for each project $\dfrac{\text{E 9025 (13B:i-1,1-12,1-n)}}{\text{E 9025 (13A:g,1-12,1-n)}}$	
um the number of personnel paid by ederal funds across project by type f personnel and total and by handicap ondition and total $\sum_{\text{rojects}} \text{OE9025 (13C:n-q,1-12)}$	7.43 OE9025 - (13C:n-q,1-12,1-n) (types of personnel and total, handicap condition and total, projects) [Number of personnel]

Management Questions	Analyses
7.43 How many personnel were trained from federal project funds by total and how many were trained by handicap condition (a) across project (b) for each project?	7.43 (b) Sum the number of personnel paid by f funds for each project by type of per and total and by handicap condition a total OE9025 (13C:n-q,1-12,1-n)
7.44 What was the demographic area distribution percentage wise of the children receiving services (a) across projects (b) for each project?	7.44 (a) Sum the number of participants across projects by demographic area and divi by the sum of the total participants across projects $\dfrac{\sum_{\text{Projects}} \text{OE9025 (13D:s,1-4)}}{\sum_{\text{Projects}} \text{OE9025 (13D:s,5)}}$ 7.44 (b) Sum the number of participants for ea project by demographic area and divi the sum of the total participants fo each project $\dfrac{\text{OE9025 (13D:s,1-4, 1-n)}}{\text{OE 9025 (13D:s,5,1-n)}}$

Analyses		Data Items
the number of personnel paid by federal ds for each project by type of personnel total and by handicap condition and al OE9025 (13C:n-q,1-12,1-n)	7.43	See 7.43 on preceding page
the number of participants across jects by demographic area and divide the sum of the total participants oss projects $\frac{\sum_{\text{jects}} \text{OE9025 (13D:s,1-4)}}{\sum_{\text{je cts}} \text{OE9025 (13D:s,5)}}$	7.44	OE9025 - (13D:s,1-4,1-n) (number of children, demographic area, projects) (13D:s,5) (number of children, total, projects) [Number of children]
the number of participants for each ject by demographic area and divide by sum of the total participants for h project $\frac{\text{025 (13D:s,1-4, 1-n)}}{\text{9025 (13D:s,5,1-n)}}$		

Management Questions	Analyses
7.45 What were the percentages of participation by minority groups (a) across projects (b) for each project?	7.45 (a) Sum the number of participants ac projects by minority group and di the sum of the number of particip projects $\frac{\sum_{\text{Projects}} \text{OE9025 (13E:u,6-9}}{\sum_{\text{Projects}} \text{OE9025 (13A:g,12)}}$
	7.45 (b) Sum the number of participants ac projects by minority group and di the sum of the number of particip each project $\frac{\text{OE9025 (13E:u,6-9,1-n)}}{\text{OE9025 (13A:g,12)}}$
7.46 What were the percentages of total participants belonging to the following categories: preschool, Voc. Ed., multi-handicapped, non-public schools, children receiving only incidental services (a) across projects (b) for each project?	7.46 (a) Sum the number of participants acr projects by categories and divide sum of the number of participants projects $\frac{\sum_{\text{Projects}} \text{OE9025 (13E:t,1-5)}}{\sum_{\text{Projects}} \text{OE9025 (13A:g,12)}}$

Analyses

45 (a) Sum the number of participants across projects by minority group and divide by the sum of the number of participants across projects

$$\frac{\sum_{\text{Projects}} \text{OE9025 (13E:u,6-9}}{\sum_{\text{Projects}} \text{OE9025 (13A:g,12)}}$$

45 (b) Sum the number of participants across projects by minority group and divide by the sum of the number of participants for each project

$$\frac{\text{OE9025 (13E:u,6-9,1-n)}}{\text{OE9025 (13A:g,12)}}$$

.46 (a) Sum the number of participants across projects by categories and divide by the sum of the number of participants across projects

$$\frac{\sum_{\text{Projects}} \text{OE9025 (13E:t,1-5)}}{\sum_{\text{Projects}} \text{OE9025 (13A:g,12)}}$$

Data Items

7.45 OE9025 - (13E:u,6-9,1-n) (number of children, minority group, projects) (13A:g,12,1-n) (total number of children, total, projects)

[Number of children]

7.46 OE9025 - (13E:t,1-5,1-n) (number of children, categories, projects) (13A:g,12,1-n) (total number of children, total, projects)

[Number of children]

Management Questions

7.46 What were the percentages of total participants belonging to the following categories: pre-school, Voc. Ed., multi-handicapped, non-public schools, children receiving only incidental services (a) across projects (b) for each project?	7.46 (b) Su pr su ea OE OE
7.47 Does the proposed Special Education project supplant or supplement regular program funding?	7.47 Co fi (o fu fi OE OE
7.48 How does the Title VI project activities match up with project expenditures?	7.48 Sum th total been g oversp (a) Qu 6E OE x > x ≤

ent Questions		Analyses		
percentages of total belonging to the follow- s: pre-school, Voc. Ed., pped, non-public schools, iving only incidental across projects (b) for	7.46 (b)	Sum the number of participants for each project by categories and divide by the sum of the number of participants for each project $\frac{\text{OE9025 (13E:t,1-5)}}{\text{OE9025 (13A:g,12)}}$	7.46	See
osed Special Education lant or supplement regular ing?	7.47	Compare the funding from the second and first preceding fiscal year to the funding (other than the grant) for this year. If funding this year is less than previously, fiscal support has not been maintained OE9025 $(2A)/(2B) > (8E) =$ fiscal effort not maintained OE9025 $(2A)/(2b) \leq (8E) =$ fiscal effort maintained	7.47	OE902
Title VI project activities h project expenditures?	7.48	Sum the federal cash expenditure and divide by total amount approved. If expenditures have been greater than time elapsed project may be overspending (a) Quarterly $\frac{6B\text{-}4A[(1)+(2)]}{\text{OE9025 (1E)}} = x \quad \frac{\#\text{ quarters elapsed}}{4} = y$ $x > y$ = project overspending $x \leq y$ = spending progress satisfactory	7.48	(a) 6B-4 OE902

Analyses		Data Items
um the number of participants for each roject by categories and divide by the um of the number of participants for ach project $\frac{\text{E9025 (13E:t,1-5)}}{\text{E9025 (13A:g,12)}}$	7.46	See 7.46 on preceding page
ompare the funding from the second and irst preceding fiscal year to the funding other than the grant) for this year. If unding this year is less than previously, iscal support has not been maintained E9025 (2A)/(2B) $>$ (8E)= fiscal effort not maintained E9025 (2A)/(2b) $\leq$ (8E)= fiscal effort maintained	7.47	OE9025 - (2A) (second preceding fiscal year) (2B) (first preceding fiscal year) (8E) (total funding source) [Dollars]
the federal cash expenditure and divide by l amount approved. If expenditures have greater than time elapsed project may be spending Quarterly $\frac{\text{6B-4A[(1)+(2)]}}{\text{OE9025 (1E)}} = x \quad \frac{\text{\# quarters elapsed}}{4} = y$ $> y$ = project overspending $\leq y$ = spending progress satisfactory	7.48	(a) 6B-4A (1) (expenditures of federal cash for quarter just ended) (2)(expenditures of federal cash for other previous quarter) OE9025 (1E) (amount approved)

Management Questions	Analyses
7.48 How does the Title VI project activities match up with project expenditures?	7.48 (b) Annually Ann Finan Rept [(Sec. III,3)+(Sec.III (Sec.III,1) = Project overspe Ann Finan Rept [(Sec.III,3)+(Sec.III, (Sec.III,1) = Spendin Satisfac
7.49 What are the needs money-wise of the project?	7.49 Determine the amount of funds requ the project for the coming quarter
7.50 How shall state and federal funds be coordinated?	7.50 Ascertain the average daily attend handicapped children in state scho handicapped children

Analyses			Data Items
nually n nan [(Sec. III,3)+(Sec.III,5)] $>$ pt (Sec.III,1) = Project overspending n nan [(Sec.III,3)+(Sec.III,5)] $\leq$ pt (Sec.III,1) = Spending Satisfactory	7.48	(b) Ann Finan Rept	(Sec.III,3) (total cash paid for project expenditures) (Sec.III,5) (total unliquidated obligations) (Sec.III,1) (total funds approved) [Dollars]
ne the amount of funds required for ject for the coming quarter	7.49	6B-4B	(6) (net amount of federal funds required) [Dollars]
in the average daily attendance of pped children in state schools for pped children	7.50	OE2274	(Sec.III:5,1) (ADA, list of schools) [ADA]

	Management Questions			Analyses
7.51	To assist in planning Federal programs, what are the needs which might be met by Federal projects?	7.51	(a)	Locate from the "thorough st PS, LEA's having handicapped not having Special Education suggest for inclusion in pla programs.
			(b)	Determine which Federal prog renewal and suggest for incl planning of Federal programs
			(c)	Determine which EMH projects funding and suggest for incl planning of Federal programs
7.52	Which TitleIII proposals for the handicapped will be recommended?	7.52		Examine each Title III propo recommendation.
7.53	What are the needs that might be met by a Title III project for handicapped children?	7.53	(a)	Locate from the "thorough st PPU, LEA's having handicappe having handicapped programs, benefit from a Title III pro
		7.53	(b)	Determine what new methods, settings for the handicappe cable in Colorado.
7.54	Should the applicant for a summer traineeship be recommended?	7.54	(a)	Determine if the applicant phic area already having ma
		7.54	(b)	Determine if the applicant already having many applica
		7.54	(c)	Determine if the applicant dorsement, credit-wise.

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		Analyses		Data Items
7.51	(a)	Locate from the "thorough study" devised by PS, LEA's having handicapped children but not having Special Education programs, and suggest for inclusion in planning of Federal programs.	7.51 -	None available [LEA's]
	(b)	Determine which Federal programs for EMH need renewal and suggest for inclusion in the planning of Federal programs.		None available [Projects]
	(c)	Determine which EMH projects need additional funding and suggest for inclusion in the planning of Federal programs.		None available [Projects]
7.52		Examine each Title III proposal and make recommendation.	7.52	Title III Proposal Evaluation Form (a/b/c) approved/approved with changes/not approved)
7.53	(a)	Locate from the "thorough study" devised by PPU, LEA's having handicapped children but not having handicapped programs, which could benefit from a Title III project.	7.53	None available [LEA's]
7.53	(b)	Determine what new methods, techniques, or settings for the handicapped might be applicable in Colorado.		None available [Methods]
7.54	(a)	Determine if the applicant is from a geographic area already having many applicants.	7.54	None available [Applicant]
7.54	(b)	Determine if the applicant is from a college already having many applicants.		None available [Applicant]
7.54	(c)	Determine if the applicant is close to endorsement, credit-wise.		None available [Applicant]

	Management Questions		Analyses
7.55	What are the needs for which the proposal for the Federal project is being written?	7.55	Review and summarize the section of the labelled "Statement of the Problem"
7.56	What are the objectives of the proposed project?	7.56	Summarize the objectives stated for the
7.57	What are the sources of funds available for the proposed project	7.57	Identify sources of funds which are avail appropriate for the proposed project
7.58	From what sources are funds being received for the proposed project?	7.58	List sources for which funding is being r each proposal

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Analyses		Data Items
eview and summarize the section of the proposal labelled "Statement of the Problem"	7.55	(Narrative proposal for federal funds - Statement of the problem) [Needs]
ummarize the objectives stated for the proposed project	7.56 OE 9025	(14:A-E) (Abstract-objectives) (narrative proposal-descriptic of project objectives) [Objectives] (9:/a/) (type of form: /application/) [Check mark]
dentify sources of funds which are available and ppropriate for the proposed project	7.57	(Federal legislation and guidelines) [Narrative of requirements, etc
ist sources for which funding is being received for ach proposal	7.58 OE 9025	(8a) (local·funding source) (8b) (state funding source) (8c) (other federal title list (8d) (other) [Sources] (9:/a/) (type of form: /application/) [Check mark]

Management Questions	Analyses
7.59 How much money is being applied for in the proposals by funding source?	7.59 List grand total funding requested
7.60 How does the proposed program fit into the district plan?	7.60 Compare the goals and objectives c to the objectives of each proposa
7.61 How are the handicapped children proposed to be served?	7.61 Summarize activities to be perform project objective
7.62 Is the proposed schedule for meeting the project objectives sound?	7.62 Evaluate proposal manpower schedu project objectives can be accomp
7.63 How many handicapped children are proposed to be served by handicap type and total?	7.63 List the number of children who a in the project by handicap and t List OE9025 (13A:g,1-12)

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Analyses			Data Items
d total funding requested	7.59	OE 9025	(12A:c,19) (project expenditures, by expenditure accounts, total amount, grand total) [Dollars requested] (9:/a/) (type of form: /applicato /) [Check mark]
he goals and objectives of the state plan bjectives of each proposal	7.60	OE 9025	(14:A-E) (abstract objectives) (narrative of proposal - description of objectives) [Objectives] (Goals and objectives in state plan) None available) [Goals and objectives]
activities to be performed to meet each objective	7.61	OE 9025	(14:F-L) (abstract activities) (narrative of proposal - activities to be performed to achieve project objectives) [Activities]
proposal manpower schedule to determine if objectives can be accomplished on time	7.62	Proposal	(Objectives activities - resources matrix - manpower schedule) [Project schedule]
umber of children who are to be served roject by handicap and total (13A:g,1-12)	7.63	OE 9025	(13A:g,1-12)(project participants - children receiving services: total, type of handicapped children to be served) (9:/a/) (type of form: /application/) [Number of children]

	Management Questions		Analyses
7.64	Do the number of children to be served and the objectives of the project justify the expenditure requested funds?	7.64	Evaluate number of children being serv of cost per child provided the servic the objectives. Compare to other sim or a set criteria of justifiable cost provided
7.65	Are the criteria specified for measuring the quality and quantity of output clearly stated and sound?	7.65	Evaluate criteria for evaluation for cl priateness and scientific validity
7.66	Are procedures and measures for evaluating the objectives of the project adequate?	7.66	Assess the procedures for evaluation in tific adequacy and appropriateness to
7.67	Are the objectives of the project being evaluated adequately and measurably?	7.67	Evaluate objectives of project in terms and measurability

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Analyses			Data Items
number of children being served in terms per child provided the service outlined in ectives. Compare to other similar proposal t criteria of justifiable cost for services d	7.64	OE 9025	(13A:g,1-12)(project participants - children receiving services: total, type of handicapped children to be served) (9:/a/) (type of form: /application/) [Number of children]
		OE 9025	(14:A-E) (abstract-objectives) (narrative proposal-descriptio of project objectives) [Objectives] (9:/a/) (type of form: /application/) [Check mark]
criteria for evaluation for clarity, appro- ess and scientific validity	7.65	Proposal	Narrative description of evaluation criteria [Evaluation criteria]
he procedures for evaluation in term of scien- dequacy and appropriateness to the project	7.66	OE 9025	(14M-Q) (abstract, evaluations) (9:/a/) (type of form: /application/) [Evaluation procedure]
objectives of project in terms of adequacy surability	7.67	OE 9025	(14:A-E) (Abstract-objectives) (narrative proposal-description of project objectives) [Objectives] (9:/a/) (type of form: /application/) [Check mark]

	Management Questions		Analyses
7.68	Does the proposed Federal project intend to provide Special Education services?	7.68	Determine if the proposed project is p services appropriately designed to mee educational needs of handicapped child in addition to or distinct from the ed services provided to non-handicapped c
7.69	Does the proposed Federal project have child centered objectives?	7.69	Determine if the major objectivesare c realistically stated in terms of the t changes that are sought for the partic children and the degree of change that by the end of the project period as a each major activity
7.70	Does the proposed Federal project have the appropriate size, scope and quality in terms of whether the staff can meet the needs of participant?	7.70	[1] The total number of children serve condition and total divided by the numl sonnel by category and total and by har $\dfrac{\text{For each Project (1-n) OE9025 (13A:g,1-12)}}{\text{For each Project (1-n) OE9025 (13B:i-m,1-12)}} = Y$ (Le rat men sta rat par of When $Y \geq X$ the staffing is not adequate When $Y < X$ the staffing is adequate
7.71	Does the proposed Federal project have appropriate size, scope and quality in terms of LEA staff required?	7.71	[2] Subtract the number of FTE staff con to other projects from the sum of pa FTE teachers and additional personne this year to get the available FTE s If the available FTE staff is greate equal to project man-weeks divided b of project in weeks then the LEA has required $\sum_{\text{Personnel Type}} \text{CDE148 Form VI}[(1)+(6)+(7)] - \text{FTE staff committed to other projects} = \text{FT av}$ $\text{FTE staff available} \geq \dfrac{\text{OE9025 (13B:m,12)}}{\text{OE9025 [(5B)-(5A)] in weeks}} = \text{LEA has require}$

Analyses		Data Items
Determine if the proposed project is providing services appropriately designed to meet the specific educational needs of handicapped children and are in addition to or distinct from the educational services provided to non-handicapped children	7.68	OE 9025 - (14F-L) (project activities) [Activities]
Determine if the major objectivesare clearly and realistically stated in terms of the types of changes that are sought for the participation of children and the degree of change that is expected by the end of the project period as a result of each major activity	7.69	OE 9025 - (14A-E) (project objectives) [Objectives]
[1] The total number of children served by handicap condition and total divided by the number of personnel by category and total and by handicap condition $\frac{\text{For each Project (1-n) OE9025 (13A:g,1-12)}}{\text{For each Project (1-n) OE9025 (13B:i-m,1-12)}} = Y$ (Let X = some critical ratio of pupils per staff member. Y is the pupil/staff ratio,The critical ratio X might be determined partially by the objectives of the project) When $Y \geq X$ the staffing is not adequate When $Y < X$ the staffing is adequate	7.70	OE 9025 - (13A:g,1-12) (total number of children served, handicap condition and total) (13B:i-m,1-12) (number of personnel by category total and man weeks purchased, handicap condition and total) [Number of children and Number of personnel]
[2] Subtract the number of FTE staff committed to other projects from the sum of past year FTE teachers and additional personnel planned this year to get the available FTE staff. If the available FTE staff is greater than or equal to project man-weeks divided by length of project in weeks then the LEA has the staff required $[(1)+(6)+(7)] - \text{FTE staff committed to other projects} = \text{FTE Staff available}$ $\text{E staff ailable} \geq \frac{\text{OE9025 (13B:m,12)}}{\text{OE9025 [(5B)-(5A)] in weeks}} = \text{LEA has staff required}$	7.71	CDE 148 - Form VI (1,1-42) (FTE personnel employed 1971-72, types of personnel) Form VI (6,1-42) (additional p sonnel planned 1972-73 Sept. type of personnel) Form VI (7,1-42) (additional personnel planned 1972-73 Jan type of personnel) OE 9025 - (13B:m,12) (man-weeks purchased, total personnel) (5B) (project duration to) (5A) (project duration from) [Personnel]

	Management Questions		Analyses
7.72	For the federal project, does the LEA have the support of the local board?	7.72	Determine if the local school board is support the special ed. project
7.73	For the federal project, does the LEA have the facilities and other resources necessary?	7.73	Determine if the LEA has the required number o rooms and equipment and materials to serve the project
7.74	For the federal project, are procedures realistic when cost is considered?	7.74	Determine if procedures are unnecessarily cost Determine if different, less costly procedures would also accomplish the objective
7.75	For the federal project, are the expenditures allowable?	7.75	Examine expenditures and determine if all cost are allowable under the law
7.76	Is there sufficient evidence of coordination of local, state and other federal efforts?	7.76	Determine if the proposed project is adequatel coordinated with other special ed. projects
7.77	Is there provision for evaluation?	7.77	Determine if the proposed project is including evaluation
7.78	Have plans been made for dissemination?	7.78	Determine what will be the dissemination activ of the proposed project

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Analyses		Data Items
etermine if the local school board is supporting he special ed. project	7.72	None available [Yes/No]
etermine if the LEA has the required number of ooms and equipment and materials to serve the roject	7.73	None available
etermine if procedures are unnecessarily costly. etermine if different, less costly procedures ould also accomplish the objective	7.74	None available
xamine expenditures and determine if all costs re allowable under the law	7.75 OE 9025	(12A:a-c,1-12) (types of expenditures, type of service) (12A:c,13-19) (expenditure, type of expenditure) [Dollars]
etermine if the proposed project is adequately oordinated with other special ed. projects	7.76	None available
etermine if the proposed project is including an valuation	7.77	OE 9025 - (14M-Q) (project evaluation) [Evaluation]
etermine what will be the dissemination activities f the proposed project	7.78	None available [Activities]

Special Education Program

Colorado Department of Education

Program Data Analysis Plan

Appendix 1

Data Item List

September 1972

Data Item List

Introduction

The data list provides the location of the data used to provide the answers to the management questions in the PDAP. This information was gathered from every Colorado Special Education form and those Federal and State forms utilized by Colorado Special Education. Each "data item" is the specific location (item identification) of a specific datum that is to be used to answer management questions. Each item in the third column on the PDAP chart of management questions is reflected in the data list so that every data item has a unique designation. The following conventions are used:

NIN's 1. All items not numbered on the form are designated NIN (no item number) and assigned a number.

Matrices 2. All groups of items appearing in matrix form or those that are most easily identified in matrix form are listed as columns by rows permitting direct access to individual cells within the matrix.

tion was gathered from every Colorado Special Education form and those Federal and State forms utilized by Colorado Special Education. Each "data item" is the specific location (item identification) of a specific datum that is to be used to answer management questions. Each item in the third column on the PDAP chart of management questions is reflected in the data list so that every data item has a unique designation. The following conventions are used:

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Matrices 2. All groups of items appearing in matrix form or those that are most easily identified in matrix form are listed as columns by rows permitting direct access to individual cells within the matrix.

Blank Cells 3. When a cell of a matrix appears for which no information can be gathered it is identified as a blank cell at the end of the matrix.

/ 4. The symbol / is used within items to identify response options from which one may be chosen when the form is completed.

(✓) 5. The symbol (✓) is used after an item which is responded to by checking or not checking.

($),(#) 6. The symbols ($) & (#) indicate the type of information requested when not immediately apparent.

✓ 7. A ✓ over an item or in the left margin indicates that the item or all items are utilized to answer one or more management questions in the PDAP. Items that are not checked are not used to answer management questions.

8. A chart in the left margin indicates which of the items found in a matrix are utilized to answer one or more management questions. Matrices that are not charted or checked are not used to answer management questions.

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OE 9003	Final Financial Statement Preparation of Professional Personnel in the Education of Handicapped Children (P.L. 85-926 as amended)	322
OE 9015	Notification of Grant Award	324
OE 9025	Federal Assistance for the Education of Handicapped Children Under P.L. 89-313 Amendment to Title I, ESEA, and Parts B, C, and G, EHA	324

CDE Form 2 Annual Report of Pupil Attendance and Related Information
3/71

NIN 1	School year 19____
NIN 2	District No. (appears on each page)
NIN 3	County (appears on each page)
NIN 4	Leave this box blank (appears on each page)
11	Original entries, re-entries, withdrawals and memberships: 1. boys, 2. girls, 3. total by 1. E^1 original entries, 2. E^2 original entries, 3. total original entries, 4. re-entries, 5. withdrawals, 6. membership on closing day of school
12	4 yrs and under (#of pupils participating in ungraded programs)
12	5 yrs (# of pupils participating in ungraded programs)
12	6 yrs " " " " " " "
12	7 yrs " " " " " " "
12	8 yrs " " " " " " "
12	9 yrs " " " " " " "
12	10 yrs " " " " " " "
12	11 yrs " " " " " " "
12	12 yrs " " " " " " "
12	13 yrs " " " " " " "
12	14 yrs " " " " " " "
12	15 yrs " " " " " " "
12	16 yrs " " " " " " "
12	17 yrs " " " " " "
12	18 yrs and over (# of pupils participating in ungraded programs)
12	Total ungraded membership
13a	No. of days actually taught: PreK
13b	No. of days actually taught: K
I 3c	No. of days actually taught: grades 1-12
I 4a	No. of high school graduates 7/1 through 6/30: boys
I 4b	No. of high school graduates 7/1 through 6/30: girls
I 4c	No. of high school graduates 7/1 through 6/30: total
I 5	Membership on closing day of school: 1. boys, 2. girls, 3. total by 1. pre K, 2. K, 3. 1, 4. 2, 5. 3, 6. 4, 7. 5, 8. 6, 9. 7 elem, 10. 8 elem, 11. 313m. ungraded, 12. elem spec ed, 13. subtotal (pre K to elem sp. ed.), 14. 7 sec., 15. 8 sec., 16. 9, 17. 10, 18. 11, 19. 12, 20. sec ungraded, 21. sec spec ed, 22. post grad, 23. subtotal (7 through post grad), 24. total membership
I 6	Pupil attendance statistics: 1. aggregate days of membership, 2. aggregate days of attendance by 1. pre K, 2. K, 3. 1, 4. 2, 5. 3, 6. 4, 7. 5, 8. 6, 9. 7 elem, 10. 8 elem, 11. elem ungraded, 12. elem spec ed, 13. subtotal (pre K to elem spec ed), 14. 7 sec, 15. 8 sec, 16. 9, 17. 10, 18. 11, 19. 12, 20. sec ungraded, 21. sec spec ed,

	6. membership on closing day of school
12	4 yrs and under (#of pupils participating in ungraded programs)
12	5 yrs (# of pupils participating in ungraded programs)
12	6 yrs " " " " " " "
12	7 yrs " " " " " " "
12	8 yrs " " " " " " "
12	9 yrs " " " " " " "
12	10 yrs " " " " " " "
12	11 yrs " " " " " " "
12	12 yrs " " " " " " "
12	13 yrs " " " " " " "
12	14 yrs " " " " " " "
12	15 yrs " " " " " " "
12	16 yrs " " " " " " "
12	17 yrs " " " " " " "
12	18 yrs and over (# of pupils participating in ungraded programs)
12	Total ungraded membership
13a	No. of days actually taught: PreK
13b	No. of days actually taught: K
I 3c	No. of days actually taught: grades 1-12
I 4a	No. of high school graduates 7/1 through 6/30: boys
I 4b	No. of high school graduates 7/1 through 6/30: girls
I 4c	No. of high school graduates 7/1 through 6/30: total
I 5	Membership on closing day of school: 1. boys, 2. girls, 3. total by 1. pre K, 2. K, 3. 1, 4. 2, 5. 3, 6. 4, 7. 5, 8. 6, 9. 7 elem, 10. 8 elem, 11. 313m. ungraded, 12. elem spec ed, 13. subtotal (pre K to elem sp. ed.), 14. 7 sec., 15. 8 sec., 16. 9, 17. 10, 18. 11, 19. 12, 20. sec ungraded, 21. sec spec ed, 22. post grad, 23. subtotal (7 through post grad), 24. total membership
I 6	Pupil attendance statistics: 1. aggregate days of membership, 2. aggregate days of attendance by 1. pre K, 2. K, 3. 1, 4. 2, 5. 3, 6. 4, 7. 5, 8. 6, 9. 7 elem, 10. 8 elem, 11. elem ungraded, 12. elem spec ed, 13. subtotal (pre K to elem spec ed), 14. 7 sec, 15. 8 sec, 16. 9, 17. 10, 18. 11, 19. 12, 20. sec ungraded, 21. sec spec ed, 22. post grad, 23. subtotal (7 sec through post grad), 24. total
I 7	Aggregate statistics: 1. aggregate days of membership, 2. aggregate days of attendance by 1. boys, 2. girls, 3. total
I 8	Aggregate statistics - transported pupils: 1. aggregate days of membership, 2. aggregate days of attendance by 1. transported, 2. non-transported, 3. total
I 9	No. of buses and cars used for transporting pupils by type: 1. type A, 2. type B, 3. type C, 4. total by 1. owned by district, 2. operated under contract, 3. vehicles with parents receiving allowance (total only), 4. total
III	Student enrollment by course: 1. subject matter field number, 2. number of classes taught, 3. number of class hours taught, 4. total enrollment for course by 1. subject matter field & course title (list 1-n)
II 2a	Director's salary ($) (expenditures)
II 2b	Other supervisory salaries ($) (expenditures)
II 2c	Instructors salaries ($) (expenditures)
II 2d	Clerical salaries ($) (expenditures)
II 2e	Expenses, advisory committee ($) (expenditures)
II 2f	Printing and advertising ($) (expenditures)
II 2g	Travel ($) (expenditures)

II 2h	Other expenses (list) ($) (expenditures)
II 2i	Total expenditures ($)
II 2j	Beginning balance ($) (source of income)
II 2k	School district ($) (source of income)
II 2l	Student tuition and fees ($) (source of income)
II 2m	Reimbursement ($) (source of income)
II 2n	State and federal ($) (source of income)
II 2o	Contributions (list) ($) (source of income)
II 2p	Other sources (list) ($) (source of income)
II 2q	Total funds available ($) (source of income)
II 3(1)a	Full time no. of district administrative staff in adult ed
II 3(1)b	Part time no. of district administrative staff in adult ed
II 3(1)c	Total no. of district administrative staff in adult ed
II 3(2)a	Certified staff personnel - no. in adult ed
II 3(2)b	Lay leaders with Special competencies - no. in adult ed
II 3(2)c	College and university personnel - no. in adult ed
II 3(3)	Basic teacher salary per hour ($)
II 3(4)a	Written statement of district policy governing adult ed: yes/no
II 3(4)b	And attach
II 3(5)	No. of adult high school completion program diplomas awarded
II NIN	Name and title of person preparing report
IVANIN	Driver ed for school year 19___ - 19___
IVA1	Total cost for district of all driver ed programs
IVA2	Total no. of pupils participating in all driver ed programs
IVA3	No. of students (classroom phase)
IVA3A	Cost per pupil (classroom phase)
IVA3B	Total cost (classroom phase)
IVA4	No. of students (on the street)
IVA4A	Cost per pupil (on the street)
IVA4B	Total cost (on the street)
IVA5	No. of students (simulator)
IVA5A	Cost per pupil (simulator)
IVA5B	Total cost (simulator
IVA6	No. of students (multiple car driving range)
IVA6A	Cost per pupil (multiple car driving range)
IVA6B	Total cost (multiple car driving range)
IVA7	No. of students completing 30 and 6
IVANIN	Name and title of person preparing report
IVBNIN 1	For school year 19___ - 19___
IVBNIN 2	School name
IVB1	Total cost of all driver ed programs
IVB2	Total no. of pupils in driver ed
IVB3	No. of students (classroom)
IVB3A	Cost per pupil (classroom)
IVB3B	Total cost (classroom)
IVB4	No. of students (on the street)
IVB4A	Cost per pupil (on the street)
IVB4B	Total cost (on the street)
IVB5	No. of students (simulator)
IVB5A	Cost per pupil (simulator)
IVB5B	Total cost (simulator)
IVB6	No. of students (multiple car driving range)
IVB6A	Cost per pupil (multiple car driving range)

II 2q	Total funds available ($) (source of income)
II 3(1)a	Full time no. of district administrative staff in adult ed
II 3(1)b	Part time no. of district administrative staff in adult ed
II 3(1)c	Total no. of district administrative staff in adult ed
II 3(2)a	Certified staff personnel - no. in adult ed
II 3(2)b	Lay leaders with Special competencies - no. in adult ed
II 3(2)c	College and university personnel - no. in adult ed
II 3(3)	Basic teacher salary per hour ($)
II 3(4)a	Written statement of district policy governing adult ed: yes/no
II 3(4)b	And attach
II 3(5)	No. of adult high school completion program diplomas awarded
II NIN	Name and title of person preparing report
IVANIN	Driver ed for school year 19___ - 19___
IVA1	Total cost for district of all driver ed programs
IVA2	Total no. of pupils participating in all driver ed programs
IVA3	No. of students (classroom phase)
IVA3A	Cost per pupil (classroom phase)
IVA3B	Total cost (classroom phase)
IVA4	No. of students (on the street)
IVA4A	Cost per pupil (on the street)
IVA4B	Total cost (on the street)
IVA5	No. of students (simulator)
IVA5A	Cost per pupil (simulator)
IVA5B	Total cost (simulator
IVA6	No. of students (multiple car driving range)
IVA6A	Cost per pupil (multiple car driving range)
IVA6B	Total cost (multiple car driving range)
IVA7	No. of students completing 30 and 6
IVANIN	Name and title of person preparing report
IVBNIN 1	For school year 19___ - 19___
IVBNIN 2	School name
IVB1	Total cost of all driver ed programs
IVB2	Total no. of pupils in driver ed
IVB3	No. of students (classroom)
IVB3A	Cost per pupil (classroom)
IVB3B	Total cost (classroom)
IVB4	No. of students (on the street)
IVB4A	Cost per pupil (on the street)
IVB4B	Total cost (on the street)
IVB5	No. of students (simulator)
IVB5A	Cost per pupil (simulator)
IVB5B	Total cost (simulator)
IVB6	No. of students (multiple car driving range)
IVB6A	Cost per pupil (multiple car driving range)
IVB6B	Total cost (multiple car driving range)
IVB7	No. students completing 30 and 6
IVBNIN 3	Name and title of person preparing report
IV	Name of school
IV 1-8	No. of pupils: grade: 1. 7m, 2. 7f, 3. 8m, 4. 8f, 5. 9m, 6. 9f, 7. 10m, 8. 10f, 9. 11m, 10. 11f, 11. 12m, 12. 12f, 13. spec sec m, 14. spec sec f, 15. ungraded sec m, 16. Ungraded sec f, by 1. total enrollment, 2. transfer out, 3. deceased, 4. re-dropout, 5. dropout, 6. unknown, 7. total withdrawals, 8. closing day membership
IV	Name and title of person preparing report
	7-12x6 Blank

CDE Form 4 Part V Application for Approval of Special Education Services .

	p16	For school year* *appears on every page
1 2 3	p16	County*
1 ✓	p16	District no.*
2 ✓ 3 ✓ 4 ✓ ✓ 5 ✓ ✓ 6 ✓ ✓ 7 ✓ ✓ 8 ✓ ✓ 9 ✓ ✓ 10 ✓ 11 ✓ ✓ 12 ✓ 13 ✓ 14 ✓ 15 ✓ 16 ✓ 17 18 19	p16NIN1	Program summary: 1. #personnel, 2. #pupils served, 3. amount by 1. directors of spec ed, 2. assistant director of spec ed, 3. spec ed supervisors, 4. AH teachers, 5. EMH teachers, 6. EH teachers, 7. PH teachers, 8. speech correctionists, 9. VH teachers, 10. specialty teachers, 11. WES teachers, 12. home instruction EH, 13. home hopital instruction PH, 14. psychologist evaluation and consultation, 15. social workers evaluation and consultation, 16. psychiatrists, 17. special transportation, 18. foster home maintenance, 19. total 2x1-3, 2x10, 2x12-17, 1x17+18
	p16NIN2	Administrator of spec ed signature
	p16NIN3	Date
	p16NIN4	Secretary of board signature
	p16NIN5	Date
	p16NIN6	Approved by
	p16NIN7	Date
1 2 3 4 1 ✓ 2	p17	Directors of special education, assistant directors of special education, spec ed supervisors: 1. type of certification, 2. date of certification, 3. certification endorsement, 4. salary by 1. name (list 1-n), 2. total
1 2 3 4 5 6 7 1 ✓ ✓ ✓ ✓ 2	p18	Teachers of 1-6 ✓: 1. type of certification, 2. date of certification, 3. certification endorsement, 4. program type, 5. level, 6. pupils, 7. salary by 1. name (list 1-n), 2. total
1 2 3 4 5 1 ✓ ✓ ✓ 2	p19	Specialty teachers of the handicapped: 1. specialty, 2. certification type, 3. certification date, 4. certification endorsement, 5. salary by 1. name (list 1-n), 2. total
1 2 3 4 5 6 1 ✓ ✓ ✓ 2	p20	Work experience and study: 1. handicap of student, 2. certification type, 3. certification date, 4. certification endorsement, 5. pupils, 6. salary by 1. name (list 1-n), 2. total
1 2 3 4 5 1 ✓ ✓ ✓ ✓ 2	p21	Home instruction - educationally handicapped: 1. certification type, 2. certification date, 3. certification endorsement, 4. hourly salary, 5. annual salary by 1. name (list 1-n), 2. total
1 2 3 4 5 1 ✓ ✓ ✓ ✓ 2	p22	Home hospital instruction - physically handicapped: 1. certification type, 2. certification date, 3. certification endorsement, 4. hourly salary, 5. annual salary by 1. name (list 1-n), 2. total
	p23(A)	Psychologists on school district staff

teachers, 12. home
instruction EH, 13. home hopital instruction PH, 14. psychologist evaluation and consultation, 15. social workers evaluation and consultation, 16. psychiatrists, 17. special transportation, 18. foster home maintenance, 19. total
2x1-3, 2x10, 2x12-17, 1x17+18

p16NIN2 Administrator of spec ed signature
p16NIN3 Date
p16NIN4 Secretary of board signature
p16NIN5 Date
p16NIN6 Approved by
p16NIN7 Date
p17 Directors of special education, assistant directors of special education, spec ed supervisors: 1. type of certification, 2. date of certification, 3. certification endorsement, 4. salary by 1. name (list 1-n), 2. total
p18 Teachers of 1-6✓: 1. type of certification, 2. date of certification, 3. certification endorsement, 4. program type, 5. level, 6. pupils, 7. salary by 1. name (list 1-n), 2. total
p19 Specialty teachers of the handicapped: 1. specialty, 2. certification type, 3. certification date, 4. certification endorsement, 5. salary by 1. name (list 1-n), 2. total
p20 Work experience and study: 1. handicap of student, 2. certification type, 3. certification date, 4. certification endorsement, 5. pupils, 6. salary by 1. name (list 1-n), 2. total
p21 Home instruction - educationally handicapped: 1. certification type, 2. certification date, 3. certification endorsement, 4. hourly salary, 5. annual salary by 1. name (list 1-n), 2. total
p22 Home hospital instruction - physically handicapped: 1. certification type, 2. certification date, 3. certification endorsement, 4. hourly salary, 5. annual salary by 1. name (list 1-n), 2. total
p23(A) Psychologists on school district staff: 1. certification type, 2. certification date, 3. certification endorsement, 4. full time as school psychologist, 5. half time as school psychologist, 6. less than half time as school psychologist by 1. name (list 1-n)
p23(B) Psychologists other than school district staff: 1. agency, 2. school psychologist certification, 3. psychologist examiner certification by 1. name (list 1-n)
p24(A) Social workers on school district staff: 1. certification type, 2. certification date, 3. certification endorsement, 4. full time as school social worker, 5. half time as school social worker, 6. less than half time as school social worker by 1. name (list 1-n)
p24(B) Social workers other than school district staff: 1. agency 2. master social worker yes/no by 1. name (list 1-n)
p25 Psychiatrists: 1. agency by 1. name (list 1-n)
p26 [Special transportation]
p26NIN1 Intra district transportation (✓)
p26NIN2 Private vehicle meeting of regulations (✓)
p26NIN3 Regular school bus (✓)
p26NIN4 Inter destrict transportation (✓)
p26NIN5 Private vehicle meeting regulations (✓)
p26NIN6 Regular school bus (✓)
p26(1)a Intra district: type of handicapped child to be transported
p26(1)b Intra district: # children transported
p26(1)c Intra district: total # miles per day
p26(1)d Intra district: rate of payment
p26(1)e Intra district: estimated total cost per year
p26(2)a Inter district: type of handicapped child transported

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p26(2)b	Inter district: # children transported
p26(2)c	Inter district: district to which transported
p26(2)d	Inter district: total # miles per day
p26(2)e	Inter district: rate of payment
p26(2)f	Inter district: estimated total cost per year
p26(3)a	Transportation provided by district system: type of handicapped child transported
✓p26(3)b	Transportation provided by district system: estimated cost
p26(4)	Total estimated cost for year
p26(5)a	Aggregate daily attendance (complete for 1, 2 and 3)
p26(5)b	Total mileage (complete for 1, 2 and 3)
p26(5)c	Actual cost to district (completed for 1, 2 and 3)
p27	[Foster Home Maintenance]
p27NIN1	Name of child
p27NIN2	Handicap
✓p27NIN3	District in which child will attend special ed program
✓p27NIN4	County in which child will attend special ed program
p27NIN5	Name of foster home parents
p27NIN6	Address of foster home parents
p27NIN7	Welfare agency licensing foster home
p27NIN8	Name of agency and welfare agent approving foster home
p27NIN9	Monthly cost
p27NIN10	Annual cost
p28	[Pupil List]
p28NIN1	School
p28NIN2	Name of teacher
p28NIN3	Class level
p28NIN4	Date
p28NIN5	Classroom/itinerant/resource (✓)
p28NIN6	Area of handicap: aural/EMH/EH/physical/visual
p28NIN7	1. age, 2. name of test, 3. date test given, 4. I.Q. score, 5. psychologist name, 6. psychologist agency, 7. district no. of non-residents by 1. pupils name (list 1-n)

CDE Form 4 Fall Report from school Districts
7/71 Part I - District Summary

NIN	Please leave this box blank 1-6
A1	County* *appears on every page
A2	Legal district number*
A3	Date school began: month, day
A4	Date school will end: month, day
A5	Number of days school is officially scheduled
A5	Attach district calendar
A6	Entrance age requirements: PreK, K, First Grade by number of years of age pupil must be, at month and day
A7	Number of days officially scheduled: Pre K
A7	Number of days officially scheduled: K
A8	Length of daily session to nearest quarter hour: Pre K
A8	Length of daily session to nearest quarter hour: K
A9	Kindergarden yearly tuition per non-resident
A9	Elementary yearly tuition per non-resident
A9	Junior high yearly tuition per non-resident
A9	Senior high yearly tuition per non-resident
A10(a-c,	Required and voluntary fees and district costs: Elementary,

	estimated cost for year
p26(5)a	Aggregate daily attendance (complete for 1, 2 and 3)
p26(5)b	Total mileage (complete for 1, 2 and 3)
p26(5)c	Actual cost to district (completed for 1, 2 and 3)
p27	[Foster Home Maintenance]
p27NIN1	Name of child
p27NIN2	Handicap
✓p27NIN3	District in which child will attend special ed program
✓p27NIN4	County in which child will attend special ed program
p27NIN5	Name of foster home parents
p27NIN6	Address of foster home parents
p27NIN7	Welfare agency licensing foster home
p27NIN8	Name of agency and welfare agent approving foster home
p27NIN9	Monthly cost
p27NIN10	Annual cost
p28	[Pupil List]
p28NIN1	School
p28NIN2	Name of teacher
p28NIN3	Class level
p28NIN4	Date
p28NIN5	Classroom/itinerant/resource (✓)
p28NIN6	Area of handicap: aural/EMH/EH/physical/visual
p28NIN7	1. age, 2. name of test, 3. date test given, 4. I.Q. score, 5. psychologist name, 6. psychologist agency, 7. district no. of non-residents by 1. pupils name (list 1-n)

CDE Form 4 Fall Report from school Districts
7/71 Part I - District Summary

NIN	Please leave this box blank 1-6
A1	County* *appears on every page
A2	Legal district number*
A3	Date school began: month, day
A4	Date school will end: month, day
A5	Number of days school is officially scheduled
A5	Attach district calendar
A6	Entrance age requirements: PreK, K, First Grade by number of years of age pupil must be, at month and day
A7	Number of days officially scheduled: Pre K
A7	Number of days officially scheduled: K
A8	Length of daily session to nearest quarter hour: Pre K
A8	Length of daily session to nearest quarter hour: K
A9	Kindergarden yearly tuition per non-resident
A9	Elementary yearly tuition per non-resident
A9	Junior high yearly tuition per non-resident
A9	Senior high yearly tuition per non-resident
A10(a-c, e-g)	Required and voluntary fees and district costs: Elementary, secondary by total paid by students to district for texts, etc., net cost to district texts etc., total spent by district for required fees for students unable to pay, total amount paid by students to district for voluntary fees etc., total amount spent by district for voluntary fee activities, total amount spent by district for students to participate unable to pay.
A10(d)	Students required to purchase from private sources, elementary: yes/no
A10(d)	Students required to purchase from private sources, secondary: yes/no
NIN	Please leave this box blank (1-6)
B11	Number of pupils elementary grades: school name (list), district total, by school code, Pre K, K, grade 1, 2, 3, 4, 5, 6, 7 elem, 8 elem, elementary Special Education, ungraded elem, elem membership

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B12	Number of pupils secondary grades: school name (list), district total, by school code, grade 7 sec, 8 sec, grade 9, 10, 11, 12, sec. special ed., ungraded sec., post graduate, sec. membership
BNIN	Total membership
BNIN	Number of pupils attending less than full day: elementary
BNIN	Number of pupils attending less than full day: secondary
C13	Number of pupils in ungraded programs by 4 years and under, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 and over
✓D14	Number of instruction rooms in use Oct 1, 1970
D15	Number of instruction rooms abandoned or converted to other uses
✓D16a	Number of instruction rooms added and available for use as of Oct 1: newly constructed
✓D16b	Number of instruction rooms added and available for use as of Oct 1: converted
✓D17a	Number of instruction rooms in use as of Oct 1: total
✓D17b	Number of mobile or other temporary instruction rooms included in total 17a
✓D18	Number of usable instruction rooms not being used for instruction as of Oct 1.
D19a	Number of additional rooms and facilities needed as of Oct 1 by reason: obsolete, expansion, total by instruction rooms, study halls, libraries, lunchrooms, auditoriums, gymnasiums, Multi-purpose, other
✓D19b	Number of additional rooms and facilities complete or planned during 71-72: to make plans for, remodel or construct by instruction rooms, study halls, libraries, lunchrooms, auditoriums, gymnasiums, multipurpose, other
D20a	District bond elections held: date (list 2) by $, passed/defeated
D20b	District bond elections planned: date
D20b	District bond elections planned: $
D21	Number of existing building built: before 1900, 1900-1920, 1921-1940, 1941-1960, 1961 to date by elementary, elementary additions, secondary, secondary additions, multi-level schools, multi-level additions, other, other additions
E22	Mileage allowance for private car (superintendent) : no. ¢ per mile/no. $ per annum
E22	Does district provide car: yes/no
E22	In-state travel connected allowance: no. $ per diem/ no. $ annual allowance/actual expenses (✓)
E22	Out-of-state travel connected allowance: no. $ per diem/no. $ annual allowance/actual expenses (✓)
E23	Superintendents other compensation and the estimated annual value (list)
E24	School personnel noncertificated: Number FTE, average salary amount, average salary per hr./mo./yr., no.of months paid per

D15	Number of instruction rooms abandoned or converted to other uses
✓D16a	Number of instruction rooms added and available for use as of Oct 1: newly constructed
✓D16b	Number of instruction rooms added and available for use as of Oct 1: converted
✓D17a	Number of instruction rooms in use as of Oct 1: total
✓D17b	Number of mobile or other temporary instruction rooms included in total 17a
✓D18	Number of usable instruction rooms not being used for instruction as of Oct 1.
D19a	Number of additional rooms and facilities needed as of Oct 1 by reason: obsolete, expansion, total by instruction rooms, study halls, libraries, lunchrooms, auditoriums, gymnasiums, Multi-purpose, other
✓D19b	Number of additional rooms and facilities complete or planned during 71-72: to make plans for, remodel or construct by instruction rooms, study halls, libraries, lunchrooms, auditoriums, gymnasiums, multipurpose, other
D20a	District bond elections held: date (list 2) by $, passed/defeated
D20b	District bond elections planned: date
D20b	District bond elections planned: $
D21	Number of existing building built: before 1900, 1900-1920, 1921-1940, 1941-1960, 1961 to date by elementary, elementary additions, secondary, secondary additions, multi-level schools, multi-level additions, other, other additions
E22	Mileage allowance for private car (superintendent) : no. ¢ per mile/no. $ per annum
E22	Does district provide car: yes/no
E22	In-state travel connected allowance: no. $ per diem/ no. $ annual allowance/actual expenses (✓)
E22	Out-of-state travel connected allowance: no. $ per diem/no. $ annual allowance/actual expenses (✓)
E23	Superintendents other compensation and the estimated annual value (list)
E24	School personnel noncertificated: Number FTE, average salary amount, average salary per hr./mo./yr., no.of months paid per year, remarks by teachers aides, library aides, secretarial and other, a. total for instruction (not salary or months paid), business managers, director of pupil transportation, director of school lunch, school lunch manager, b. total for administration (not salary or months paid), school nurses, other professional health personnel, c. total professional health staff (not salary or months paid), d. social workers/attendance staff, e. other professional, CDE use only (not salary or months paid), f. health aides, cafeteria personnel, custodians, maintenance men, bus drivers, bus mechanics, superintendents secretary, other secretarial, recreation personnel, other nonprofessional/noninstructional, g. total nonprofessional/noninstructional/nonhealth (not salary or months paid)
	2-4x4, 2-4x9, 2-4x12, 2-4x15, 2-4x26 Blank
E24	CDE use only
E24h	Total actual noncertificated personnel
E24h	Total actual certificated personnel
E25	Teachers additional pay for special subjects and activities: number of teachers, yearly extra pay, months engaged in activity by agriculture, home ec., music, head coach, assistant coach, annual and school paper sponsor, class play sponsor, club sponsor, inservice activities, adult ed., other
F26	Summer school program summer of '71: yes/no
F27(a-d)	If answer to F26 yes: Pre K, K, elem (no pre K or K), secondary, total by a. number pupils enrolled remedial course, number pupils enrolled accelerated courses, number pupils enrolled regular courses, b. number summer school certificated staff, c. tuition charged, d. per pupil per class to district pupils, to out of

CDE Form 4

		district pupils, fees charged per pupil per class-textbook, all other fees charged to all pupils
	NIN	Total of 27a
	F27e	Transportation for summer school pupils at district expense: yes/no
	F27f	Transportation for summer school sponsored recreational activities at district expense: yes/no
	F28a	Total operating expenses for summer
	F28b	Revenue from tuition and fees
	F28c	Revenue from other sources
	F28d	Net cost to school district
	Ga	Budgeted amounts and topics of inservice programs: (list), total by district funds, other funds, topic or description
	Gb	Incentives for attendance at inservice programs: (describe)
	HNIN	District calendar enclosed: (✓)
	HNIN	Names of non-degree teachers and number of semester hours each has completed since 1961 toward B.A.: (✓)
	HNIN	Date
	HNIN	Signature of superintendent
CDE 23 9/69		Application for Approval of Home or Hospital Instruction for Physically Handicapped

NIN 1	For school year 19__ - ___
NIN 2	District no.
NIN 3	County no.
NIN 4	Name of child
NIN 5	Birth date
NIN 6	Parent
NIN 7	School
NIN 8	Grade
NIN 9	Address
NIN 10	Home phone

Statement of Physician

NIN 11	Diagnosis of physician
NIN 12	Probable length of time child will not be able to attend school
NIN 13	No. of hours of instruction by teacher advisable per week
NIN 14	Home-to-school equipment recommended: yes/no
NIN 15	Date
NIN 16	Signature of physician
NIN 17	Address
NIN 18	Signature of parent of guardian

For District

NIN 19	Date service began
NIN 20	Signature of school official
NIN 21	Title
NIN 22	Date signed

F28c	Revenue from other sources
F28d	Net cost to school district
Ga	Budgeted amounts and topics of inservice programs: (list), total by district funds, other funds, topic or description
Gb	Incentives for attendance at inservice programs: (describe)
HNIN	District calendar enclosed: (✓)
HNIN	Names of non-degree teachers and number of semester hours each has completed since 1961 toward B.A.: (✓)
HNIN	Date
HNIN	Signature of superintendent

CDE 23 9/69	Application for Approval of Home or Hospital Instruction for Physically Handicapped

NIN 1	For school year 19__ - ___.
NIN 2	District no.
NIN 3	County no.
NIN 4	Name of child
NIN 5	Birth date
NIN 6	Parent
NIN 7	School
NIN 8	Grade
NIN 9	Address
NIN 10	Home phone

Statement of Physician

NIN 11	Diagnosis of physician
NIN 12	Probable length of time child will not be able to attend school
NIN 13	No. of hours of instruction by teacher advisable per week
NIN 14	Home-to-school equipment recommended: yes/no
NIN 15	Date
NIN 16	Signature of physician
NIN 17	Address
NIN 18	Signature of parent of guardian

For District

NIN 19	Date service began
NIN 20	Signature of school official
NIN 21	Title
NIN 22	Date signed

State Level

NIN 23	Date of approval
NIN 24	Approved by
NIN 25	Date

CDE 24	Application for Approval of Home Instruction for Educationally Handicapped

NIN 1	For school year 19__ - ___.
NIN 2	District number
NIN 3	County
NIN 4	Name of child
NIN 5	Birthdate
NIN 6	Parent or guardian
NIN 7	School
NIN 8	Grade
NIN 9	Address
NIN 10	Phone

CDE 24

Statement of Committee on Educationally Handicapped

NIN 11	Brief statement of problem
NIN 12	Number of hours/week by teacher advisable
NIN 13	Home to school equipment recomment: yes/no
NIN 14	Committee signatures
NIN 15	Signature of parent or guardian

For District

NIN 16	Date service began
NIN 17	Date signed
NIN 18	Signature of school official
NIN 19	Title

State Level

NIN 20	Date of approval
NIN 21	Approved by
NIN 22	Date

CDE 25
9/69

Notice of Termination of Home-Hospital Teaching and/or Home-to-school Equipment

NIN 1	Child's name
NIN 2	District no.
NIN 3	Home-hospital teacher
NIN 4	County
NIN 5	Date service began
NIN 6	Home/hospital teaching (✓)
NIN 7	Home-to-school equipment (✓)
NIN 8	Date service terminated
NIN 9	Home/hospital teaching
NIN 10	Home-to-school equipment
NIN 11	Hours per week by teacher
NIN 12	Total no. of approved hours taught N.B., repeat all of the above under the heading: Return this portion: NIN 13-24
NIN 25	Person completing report

CDE 26 Application for Approval of Home-to-school Equipment
9/69

NIN 1	For school year 19__
NIN 2	District
NIN 3	County
NIN 4	Name of child
NIN 5	Date service began
NIN 6	Committee signatures and position (list 4)
NIN 7	Actual cost of installing equipment
NIN 8	Cost of monthly service
NIN 9	Mountain States telephone co./ independent co.
NIN 10	Date signed
NIN 11	Signature of school official

State Level

NIN 12	Date of approval
NIN 13	Approved by
NIN 14	Date

CDE 28 Form for Referral of Deaf-Blind Children

NIN 1	Name of child
NIN 2	Date of birth
NIN 3	Sex
NIN 4	Father's name
NIN 5	Mother's name
NIN 6	Address
NIN 7	Phone
NIN 8	Describe hearing handicap

CDE 26 Application for Approval of Home-to-school Equipment
9/69

NIN 1	For school year 19__
NIN 2	District
NIN 3	County
NIN 4	Name of child
NIN 5	Date service began
NIN 6	Committee signatures and position (list 4)
NIN 7	Actual cost of installing equipment
NIN 8	Cost of monthly service
NIN 9	Mountain States telephone co./ independent co.
NIN 10	Date signed
NIN 11	Signature of school official

State Level

NIN 12	Date of approval
NIN 13	Approved by
NIN 14	Date

CDE 28 Form for Referral of Deaf-Blind Children

NIN 1	Name of child
NIN 2	Date of birth
NIN 3	Sex
NIN 4	Father's name
NIN 5	Mother's name
NIN 6	Address
NIN 7	Phone
NIN 8	Describe hearing handicap
NIN 9	Decibel loss
NIN 10	Describe visual handicap
NIN 11	Visual acuity
NIN 12	Referral source: Person
NIN 13	Referral source: Agency
NIN 14	Referral source: Address
NIN 15	Referral source: Date

CDE 56 Special Request for Reimbursement
8/70

NIN 1	Name of person making request
NIN 2	Mailing address
NIN 3	Social Security number
NIN 4	Per diem or meals: departure date, hour
NIN 5	Return date, hour
NIN 6	Number of days-meals
NIN 7	Rate of $ per day
NIN 8	Total ($)
NIN 9	Mileage # at
NIN 10	($) per mile
NIN 11	Total ($)
NIN 12	Common carrier ($)
NIN 13	Other ($)
NIN 14	Reimbursement for travel subtotal ($)
NIN 15	Reimbursement for other purposes: from, to,
NIN 16	Total number of days
NIN 17	At ($)
NIN 18	Subtotal ($)
NIN 19	Purpose
NIN 20	Grand total requested ($)
NIN 21	Source of funds code

	NIN 7	Actual cost of installing equipment
	NIN 8	Cost of monthly service
	NIN 9	Mountain States telephone co./ independent co.
	NIN 10	Date signed
	NIN 11	Signature of school official
	State Level	
	NIN 12	Date of approval
	NIN 13	Approved by
	NIN 14	Date
CDE 28	Form for Referral of Deaf-Blind Children	
	NIN 1	Name of child
	NIN 2	Date of birth
	NIN 3	Sex
	NIN 4	Father's name
	NIN 5	Mother's name
	NIN 6	Address
	NIN 7	Phone
	NIN 8	Describe hearing handicap
	NIN 9	Decibel loss
	NIN 10	Describe visual handicap
	NIN 11	Visual acuity
	NIN 12	Referral source: Person
	NIN 13	Referral source: Agency
	NIN 14	Referral source: Address
	NIN 15	Referral source: Date
CDE 56 8/70	Special Request for Reimbursement	
	NIN 1	Name of person making request
	NIN 2	Mailing address
	NIN 3	Social Security number
	NIN 4	Per diem or meals: departure date, hour
	NIN 5	Return date, hour
	NIN 6	Number of days-meals
	NIN 7	Rate of $ per day
	NIN 8	Total ($)
	NIN 9	Mileage # at
	NIN 10	($) per mile
	NIN 11	Total ($)
	NIN 12	Common carrier ($)
	NIN 13	Other ($)
	NIN 14	Reimbursement for travel subtotal ($)
	NIN 15	Reimbursement for other purposes: from, to,
	NIN 16	Total number of days
	NIN 17	At ($)
	NIN 18	Subtotal ($)
	NIN 19	Purpose
	NIN 20	Grand total requested ($)
	NIN 21	Source of funds code
	NIN 22	Professional Contracted Position: commissioner's office/planning and evaluation/continuing education/management services/library services
	NIN 23	Program title
	NIN 24	Describe source of funds
	NIN 25	Signature
	NIN 26	Date
	NIN 27	Agency
	NIN 28	Program manager's authorization
	NIN 29	Date
	NIN 30	Office or unit
	NIN 31	Organizational unit
	NIN 32	CDE executive approval
	NIN 33	Date

CDE 63 Application for Reimbursement of Special Education Services

pg. 1

NIN 1	District no.
NIN 2	County
NIN 3	For school year 19__ -19__
NIN 4	Programs for which reimbursement is being sought: 1. page attached, 2. number of personnel, 3. total salary or cost by 1. special education, 2. assistant spec ed director, 3. spec ed supervisor, 4. aurally handicapped, 5. educable mentally handicapped, 6. work experience study, 7. educationally handicapped, 8. physically handicapped, 9. specialty teachers, 10. speech correctionists, 11. visually handicapped, 12. home instruction E.H., 13. home hospital P.H., 14. home to school telephone, 15. school psychologists, 16. school social workers, 17. psychiatric evaluation and consultation, 18. special transportation, 19. foster home maintenance, 20. total 1+2x20 Blank
NIN 5	Do not fill in: 1. claim, 2. pupils by 1. spec ed director 2. asst. spec ed director, 3. spec ed supervisor, 4. AH, 5. EMH, 6. WES, 7. EH, 8. PH, 9. specialty teachers, 10. speech correctionists, 11. VH, 12. home instruction EH, 13. home hospital workers, 17. psychiatric evaluation and consultation, 18. special transportation, 19. foster home maintenance, 20. totals
NIN 6	Special education administrator signature
NIN 7	Secretary of board signature
NIN 8	Date
NIN 9	Approved by
NIN 10	Date
NIN 11	Claim
NIN 12	Pro rata factor
NIN 13	Amount of reimbursement
NIN 14	Prepayment(s)
NIN 15	Final payment

	a	b	c
1		✓	✓
2		✓	✓
3		✓	✓
4		✓	✓
5		✓	✓
6		✓	✓
7		✓	✓
8		✓	✓
9		✓	✓
10		✓	✓
11			
12			
13			
14			
15			
16			
17			✓
18			✓
19		✓	
20			✓

pg. 2

spec ed director,

	a	b	c
1		✓	✓
2		✓	✓
3		✓	✓
4		✓	✓
5		✓	✓
6		✓	✓
7		✓	✓
8		✓	✓
9		✓	✓
10		✓	✓
11			
12			
13			
14			
15			
16			
17		✓	
18		✓	
19	✓		
20		✓	

3. spec ed supervisor, 4. aurally handicapped, 5. educable mentally handicapped, 6. work experience study, 7. educationally handicapped, 8. physically handicapped, 9. specialty teachers, 10. speech correctionists, 11. visually handicapped, 12. home instruction E.H., 13. home hospital P.H., 14. home to school telephone, 15. school psychologists, 16. school social workers, 17. psychiatric evaluation and consultation, 18. special transportation, 19. foster home maintenance, 20. total
1+2x20 Blank

NIN 5 Do not fill in: 1. claim, 2. pupils by 1. spec ed director 2. asst. spec ed director, 3. spec ed supervisor, 4. AH, 5. EMH, 6. WES, 7. EH, 8. PH, 9. specialty teachers, 10. speech correctionists, 11. VH, 12. home instruction EH, 13. home hospital workers, 17. psychiatric evaluation and consultation, 18. special transportation, 19. foster home maintenance, 20. totals

NIN 6 Special education administrator signature
NIN 7 Secretary of board signature
NIN 8 Date
NIN 9 Approved by
NIN 10 Date
NIN 11 Claim
NIN 12 Pro rata factor
NIN 13 Amount of reimbursement
NIN 14 Prepayment(s)
NIN 15 Final payment

pg. 2
NIN 1 Special Education director name
NIN 2 Salary paid
NIN 3 Assistant Special Education director name (list) by salary paid to each
NIN 4 Total salary paid to assistant Special Education directors
NIN 5 Special Education supervisors name (list) by salary paid to each
NIN 6 Total salary paid to assistant Special Education supervisors

pg. 3

	1	2	3	4	5	6	7	8	9	10	11	12	13
1													
2				✓	✓	✓	✓	✓	✓	✓	✓		

NIN 1 Personnel list: 1. no. of mos., 2. grades, 3. type of class, 4. total no. enrolled, 5. amelioration, 6. parent request, 7. moved from district, 8. school dropout, 9. discharged from school, 10. trans. to other Hand. program or class, 11. othe 12. closing day memb., 13. salary, by 1. name (list), 2. total*
1-3x2 Blank

*Repeat for each of the following: teachers of AH pg.✓ 3, teachers of EMH pg.✓ 4, WES teachers pg.✓ 5, teachers of EH pg.✓ 6, teachers of PH pg.✓ 7, teachers of VH pg. 10.

pg. 8
NIN 1 Personnel list for specialty teachers: 1. specialty, 2. no. of mos., 3. grades, 4. salary paid by 1. name (list), 2. totals
1x2 Blank

pg. 9
NIN 1 Personnel list for speech correctionist: 1. no. of mos., 2. grade 3. FTE, 4. average weekly caseload, 5. total no. enrolled,

6. amelioration, 7. parent request, 8. moved from district, 9. school dropout, 10. discharged from school, 11. transferred to other handicapped program or class, 12. other, 13. closing day memb., 14. salary paid, by 1. name (list), 2. total
1-3x2 Blank

pg____
NIN 1 Personnel list: 1. number pupils, 2. hours instructed, 3. rate, 4. total paid by 1. name (list), 2. total*
2+3x2

*Repeat for each of the following: home instruction EH pg.11, home hospital instruction PH pg. 12, home to school telephone instruction PH pg. 13

pg.____
NIN 1 Name (list) by 1. agency, 2. amount paid by district, 3. amount claimed for Special Education evaluation, 4. amount claimed for Special Education consultation, 5. total amount claimed by 1. name (list), 2. total*
1-4x2 Blank

*Repeat for each of the following: psychologists pg. 14, social workers pg. 15, psychiatrists pg. 16

pg. 17
1-3 Special transportation: 1. ADA, 2. total no. of miles, 3. rate of payment, 4. total cost by 1. intradistrict by private carrier, 2. interdistrict by private carrier, 3. school district transportation system
4 Total actual cost to school district
5 Less funds received under Public Transportation Act
6 Total cost
a Total miles previous year
a X .15¢ = ($)
b Total ADA previous year
b X .03¢ = ($)
c Entitlement ($)
d State payment proration factor, PSTA, previous year (%)
e Amount received from state ($)
f Total costs previous year ($)
g 75% of item f ($)
h State payment proration factor, PSTA, previous year (%)
i Amount received from state ($)

pg. 18
NIN 1 Foster home maintenance: 1. number of months in foster home, 2. cost per month, 3. total cost to district by 1. name of child (list), 2. total
1a2
1
2 ✓
1+2x2 Blank

home hospital instruction PH pg. 12, home to school telephone instruction PH pg. 13

pg.____	
NIN 1	Name (list) by 1. agency, 2. amount paid by district, 3. amount claimed for Special Education evaluation, 4. amount claimed for Special Education consultation, 5. total amount claimed by 1. name (list), 2. total* 1-4x2 Blank
	*Repeat for each of the following: psychologists pg. 14, social workers pg. 15, psychiatrists pg. 16
pg. 17	
1-3	Special transportation: 1. ADA, 2. total no. of miles, 3. rate of payment, 4. total cost by 1. intradistrict by private carrier, 2. interdistrict by private carrier, 3. school district transportation system
4	Total actual cost to school district
5	Less funds received under Public Transportation Act
6	Total cost
a	Total miles previous year
a	X .15¢ = ($)
b	Total ADA previous year
b	X .03¢ = ($)
c	Entitlement ($)
d	State payment proration factor, PSTA, previous year (%)
e	Amount received from state ($)
f	Total costs previous year ($)
g	75% of item f ($)
h	State payment proration factor, PSTA, previous year (%)
i	Amount received from state ($)
pg. 18	
NIN 1	Foster home maintenance: 1. number of months in foster home, 2. cost per month, 3. total cost to district by 1. name of child (list), 2. total 1+2x2 Blank

CDE 83 Colorado Department of Education Itinerary - Travel Reimbursement

Itinerary

NIN 1	For period ending, 19___
NIN 2	Date
NIN 3	Destination
NIN 4	Per diem
NIN 5	Charge to program
2	Authorization number
1	Type
NIN 6	Transportation
4	Funding source
NIN 7	Contact point
NIN 8	Miscellaneous
NIN 9	Total
	N.B., repeat above 4 times
NIN 10	Total Estimate for this page
NIN 11	CDE employee name
NIN 12	Initial
NIN 13	Date
NIN 14	Supervising CDE official
NIN 15	Date
NIN 16	Requisition
NIN 17	Recommend for approval itinerary
NIN 18	Recommend for approval reimbursement

CDE 83

Travel Reimbursement

NIN 1	Returned, date, time
NIN 2	Left from
NIN 3	Date, time
NIN 4	Arrived
NIN 5	Date, time
NIN 6	Remarks
NIN 7	Miles x rate
NIN 8	Miles x rate ($)
3	Fares
NIN 9	Total transportation
NIN 10	Breakfast
NIN 11	Lunch
NIN 12	Dinner
NIN 13	Per diem
NIN 14	Miscellaneous
NIN 15	Total meals or per diem
NIN 16	Total reimbursement items
	N.B., repeat above 4 times
NIN 17	Total of transportation total
NIN 18	Total of meals or per diem totals
NIN 19	Total of reimbursement items totals
NIN 20	The page no. of pages
NIN 21	Date
NIN 22	Payee
NIN 23	Title
NIN 24	Total page 1
NIN 25	Total page 2
NIN 26	Total page 3
NIN 27	Grand total
NIN 28	Total percentage of actual

CDE 86 Colorado State Library CIMC-V/H Inventory (Title II)

1	Inventory number
2	Item owned by: state/district/library of congress/private organization/unknown (✓)
3	Inventory grouping: material/equipment/apparatus/other (✓)
4	Title or equipment - apparatus name
5	Author, model or description
6	Publisher or manufacturer and year
7	Subject matter area
NIN 1	Subject heading
8	Grade level
9	Recording or transcribing year and edition
10	Material description: braille/large type/large type work book/

NIN 10	Breakfast
NIN 11	Lunch
NIN 12	Dinner
NIN 13	Per diem
NIN 14	Miscellaneous
NIN 15	Total meals or per diem
NIN 16	Total reimbursement items
	N.B., repeat above 4 times
NIN 17	Total of transportation total
NIN 18	Total of meals or per diem totals
NIN 19	Total of reimbursement items totals
NIN 20	The page no. of pages
NIN 21	Date
NIN 22	Payee
NIN 23	Title
NIN 24	Total page 1
NIN 25	Total page 2
NIN 26	Total page 3
NIN 27	Grand total
NIN 28	Total percentage of actual

CDE 86 Colorado State Library CIMC-V/H Inventory (Title II)

1	Inventory number
2	Item owned by: state/district/library of congress/private organization/unknown (✓)
3	Inventory grouping: material/equipment/apparatus/other (✓)
4	Title or equipment - apparatus name
5	Author, model or description
6	Publisher or manufacturer and year
7	Subject matter area
NIN 1	Subject heading
8	Grade level
9	Recording or transcribing year and edition
10	Material description: braille/large type/large type work book/disc/reel/cassette/compressed speech/disc player/cassette recorder-player/tape recorder-player/braille writer/reading stand/other equipment/tangible apparatus/other
NIN 2	Number of: volumes/disc/reels/cassettes (#)
NIN 3	Size: 10"/12"/7" 2 track/ 7" 4 track/ 5" 2 track/5" 4 track/ 3" 2 track/3" 4 track (✓)
NIN 4	Speed: 78/ 33 1/3/ 16 2/3/ 8 1/3/ 7 1/2/ 3 3/4/ 1 7/8/ 15/16
11	Is material available for loan: yes/no/mo. yr.
12	Location of this material
13	Number of copies owned or available

CDE 87 CIMC - V/H Material Request Form

NIN 1	Date submitted
NIN 2	Requisitioner
NIN 3	Access no.
NIN 4	School
NIN 5	Contact: name
NIN 6	District code
NIN 7	Grouping: material/equipment/apparatus/other (✓)
NIN 8	Number of copies required
NIN 9	Title or equipment or apparatus name
NIN 10	Author or model or description
NIN 11	Publisher or manufacturer
NIN 12	Year
NIN 13	Subject matter
NIN 14	Grade level
NIN 15	Recording or transcribing year
NIN 16	Edition

CDE 87

NIN 17	Braille work book/braille book/large type book/ large type work book/disc/reel/cassette/compressed speech/disc player/cassette recorder-player/tape recorder-player/braille writer/reading stand/ other equipment/tangible apparatus/other
NIN 18	Number of: volumes/disc/reels/cassettes (#)
NIN 19	Size: 10"/12"/7" 2 track/7" 4 track/5" 2 track/5" 4 track/ 3" 2 track/3" 4 track
NIN 20	Speed: 78/33 1/3/16 2/3/8 1/3/7 1/2/3 3/4/1 7/8/15/16

By requesting agency

NIN 21	Date needed by
NIN 22	Date received
NIN 23	Next available date

By loaning agency

NIN 24	Resource must be returned: yes/no
NIN 25	When
NIN 26	Date returned to source
NIN 27	Next available date

By CIMC = V/H

NIN 28	Date referred
NIN 29	Referred to
NIN 30	District code

CDE 100 Application for Teachers or Administrators Certificate

NIN 1	New application/renewal application
A 1	Name
A 2	Social Security No.
A 3	Mailing address
A 4	Title
A 5	Marital status: single/married
A 6	Sex
A 7	Date of birth
A 8	1. years attended, 2. degree earned and year, 3. major fields o specialization by 1. name of college or univ. and state (list 1-n
A NIN 2	Additional hours beyond highest degree: sem/qtr
A NIN 3	Year last credits earned
A NIN 4	What was last state of residence other than college or university
A NIN 5	What was your most recent occupation
A 9	Teaching experience: 1. school years, 2. subjects or fields taug 3. grade level by 1. school and location (list 1-n)
✓ A NIN 6	Teaching experience to date of this application: years in Colorado
✓ A NIN 7	Years outside Colorado
A NIN 8	Do you hold a regular teaching certificate from another state, if yes, what state
A 10	Found guilty of immoral conduct or dismissal from any teaching position: yes/no

NIN 21	Date needed by
NIN 22	Date received
NIN 23	Next available date

By loaning agency

NIN 24	Resource must be returned: yes/no
NIN 25	When
NIN 26	Date returned to source
NIN 27	Next available date

By CIMC = V/H

NIN 28	Date referred
NIN 29	Referred to
NIN 30	District code

CDE 100 Application for Teachers or Administrators Certificate

NIN 1	New application/renewal application
A 1	Name
A 2	Social Security No.
A 3	Mailing address
A 4	Title
A 5	Marital status: single/married
A 6	Sex
A 7	Date of birth
A 8	1. years attended, 2. degree earned and year, 3. major fields o specialization by 1. name of college or univ. and state (list 1-n
A NIN 2	Additional hours beyond highest degree: sem/qtr
A NIN 3	Year last credits earned
A NIN 4	What was last state of residence other than college or university
A NIN 5	What was your most recent occupation
A 9	Teaching experience: 1. school years, 2. subjects or fields tau 3. grade level by 1. school and location (list 1-n)
✓ A NIN 6	Teaching experience to date of this application: years in Colorad
✓ A NIN 7	Years outside Colorado
A NIN 8	Do you hold a regular teaching certificate from another state, if yes, what state
A 10	Found guilty of immoral conduct or dismissal from any teaching position: yes/no
A NIN 9	Diploma or credential or certificate denied or revoked or suspended: yes/no
A NIN 10	Failed or refused to fulfill a contract of employment with any school district: yes/no
A NIN 11	Convicted of a felony or misdeameanor: yes/no
A NIN 12	Explanation
B NIN 1	Effective date of Colorado certificate now being reviewed
✓ B NIN 2	Certificate type: A/B/C/D/E
B NIN 3	Present teaching position and additional responsibilities
B NIN 4	Courses being submitted for renewal have maintained and improved skills: yes/no
B NIN 5	Explanation if courses are not clearly related to assignment
B NIN 6	Signature of applicant, date
C NIN 1	Verification of employment: Do/do not recommend issuance of certificate
C NIN 2	Signature
C NIN 3	Date
C NIN 4	Title or position
C NIN 5	City and state
D NIN 1	Name of applicant

CDE 100

D NIN 2	Type of certification applied for: Type A/type B/type C/type D/type
✓ D NIN 3	Level for each area in which certified (see attached list)
E NIN 1	Satisfactorily completed: bachelors/"fifth year"/masters/sixth year or specialist/doctor's/non degree oriented
E NIN 2	Completed student teaching, grade level and/or subject
E NIN 3	Exceptions
E NIN 4	Designate institutional recommending official: signature
E NIN 5	Title
E NIN 6	College
E NIN 7	Date

CDE 116 Registration of Blind Pupils in Colorado Public Schools as of Jan. 1972
10/71

NIN 1	Child's name
NIN 2	Grade
NIN 3	Age
NIN 4	Child's school address
NIN 5	Parents name
NIN 6	Parents address
NIN 7	Visual acuity in right eye
NIN 8	Visual acuity in left eye
NIN 9	Child primarily reads: Braille/large print/regular print
NIN 10	Name of person submitting report
NIN 11	Position

CDE 117 Registration of Blind Pupils in Colorado Non-Public Schools as of Jan. 1972
10/71

NIN 1	Child's name
NIN 2	Grade
NIN 3	Age
NIN 4	Child's school address
NIN 5	Parents name
NIN 6	Parents address
NIN 7	Visual acuity in right eye
NIN 8	Visual acuity in left eye
NIN 9	Child primarily reads: Braille/large print/regular print
NIN 10	Name of person submitting report
NIN 11	position

CDE 121 Application for Approval of inservice Education Programs for Recertification Credit

0.0	Code
1.0	Name of organization
2.0	Title
3.0	Credit

CDE 116 Registration of Blind Pupils in Colorado Public Schools as of Jan. 1972
10/71

NIN 1	Child's name
NIN 2	Grade
NIN 3	Age
NIN 4	Child's school address
NIN 5	Parents name
NIN 6	Parents address
NIN 7	Visual acuity in right eye
NIN 8	Visual acuity in left eye
NIN 9	Child primarily reads: Braille/large print/regular print
NIN 10	Name of person submitting report
NIN 11	Position

CDE 117 Registration of Blind Pupils in Colorado Non-Public Schools as of Jan. 1972
10/71

NIN 1	Child's name
NIN 2	Grade
NIN 3	Age
NIN 4	Child's school address
NIN 5	Parents name
NIN 6	Parents address
NIN 7	Visual acuity in right eye
NIN 8	Visual acuity in left eye
NIN 9	Child primarily reads: Braille/large print/regular print
NIN 10	Name of person submitting report
NIN 11	position

CDE 121 Application for Approval of inservice Education Programs for Recertification Credit

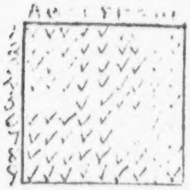
0.0	Code
1.0	Name of organization
2.0	Title
3.0	Credit
4.0	Notes
5.0A	Contact person
5.0B	Address
6.0	Objectives
7.0	Participants
8.1	Need assessment process
8.2	Need assessment outcomes
9.0	Activities
10.1	Resource personnel
10.2	Equipment and materials
10.3	Meeting facilities
11.0	Time
12.1	Projected cost
12.2	Budget categories
12.3	Source of financial support
12.4	Tuition and/or material charges
13.1	Assessment-evaluation-participants
13.2	Assessment-evaluation-in-service programs
13.3	Data program evaluation available
14.0	Evaluation-assessment results
14.1	In-service
14.2	Actual cost
14.3	Number of participants
14.4	Minimum required resources
15.0	Director's or instructor's qualifications
16.0	Cooperation with other organizations

CDE 148 Special Education Annual Cost, Revenue and Related Information Report 1971-1972

Section I Special Education Revenue and Related Information Report

NIN 1 District county
NIN 2 District no.
NIN 3 Person completing form
NIN 4 Cooperative (if applicable)
NIN 5 Persons completing form
NIN 6 Districts reported (list)
NIN 7 Board secretary signature
NIN 8 President signature

Form I Student Enrollments in spec ed programs: A. Itinerant, B. Resource, C. Self contained, D. Total enrollment as of Oct. 31, E. New entries after Oct. 31, F. Transfer to regular education amelioration or intervention completed, G. Transfer to other special education programs due to restaffing, H. Other, I. Closing day enrollment, by 1. Aurally handicapped, 2. Educable mentally handicapped, 3. Educationally handicapped, 4. Home hospital, 5. Multiple handicapped, 6. Physically handicapped, 7. Speech handicapped, 8. Visually handicapped, 9. Total*



*Repeated for each of the following: 1. Pre-school, 2. Elementary 3. Junior high, 4. Senior high, 5. Work experience and study, 6. Summer programs

Director's Category* 1-8
Report A
Director's Person completing form*
Report A
Director's Service delivery* 1-3
Report A

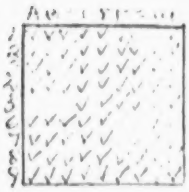
N.B., complete for each category and service delivery*

Director's
Report A Teacher pupil enrollment composite: D. Total enrollment as of Oct. 31, E. New entries after Oct. 31, F. Transfer to regular education amelioration or intervention completed, G. Transfer to other special education programs due to re-staffing, H. Other, I. Closing day enrollment, by 1. teacher (list), 2. Total*

*All of the above completed for each of the following: 1. Pre-school, 2. Elementary, 3. Junior high, 4. Senior high, 5. Work experience and study, 6. Summer programs

Teacher's Category* 1-8

NIN 5 Persons completing form
NIN 6 Districts reported (list)
NIN 7 Board secretary signature
NIN 8 President signature



Form I Student Enrollments in spec ed programs: A. Itinerant, B. Resource, C. Self contained, D. Total enrollment as of Oct. 31, E. New entries after Oct. 31, F. Transfer to regular education amelioration or intervention completed, G. Transfer to other special education programs due to restaffing, H. Other, I. Closing day enrollment, by 1. Aurally handicapped, 2. Educable mentally handicapped, 3. Educationally handicapped, 4. Home hospital, 5. Multiple handicapped, 6. Physically handicapped, 7. Speech handicapped, 8. Visually handicapped, 9. Total*

*Repeated for each of the following: 1. Pre-school, 2. Elementary 3. Junior high, 4. Senior high, 5. Work experience and study, 6. Summer programs

Director's Category* 1-8
Report A
Director's Person completing form*
Report A
Director's Service delivery* 1-3
Report A

N.B., complete for each category and service delivery*

Director's
Report A Teacher pupil enrollment composite: D. Total enrollment as of Oct. 31, E. New entries after Oct. 31, F. Transfer to regular education amelioration or intervention completed, G. Transfer to other special education programs due to re-staffing, H. Other, I. Closing day enrollment, by 1. teacher (list), 2. Total*

*All of the above completed for each of the following: 1. Pre-school, 2. Elementary, 3. Junior high, 4. Senior high, 5. Work experience and study, 6. Summer programs

Teacher's Category* 1-8
Worksheet A
Teacher's Teacher*
Worksheet A

Teacher's Worksheet A Service delivery 1-3

N.B., complete for each category and service delivery*

Teacher's
Worksheet A Pupil enrollment worksheet: D. Enrollment as of Oct. 31, E. New entries after Oct. 31, F. Transfer to regular education amelioration or intervention completed, G. Transfer to other special education programs due to restaffing, H. Other, I. Closing day enrollment, by 1. Student name (list), 2. Total*

* Complete for each of the following: 1. Pre-school, 2. Elementary, 3. Junior high, 4. Senior high, 5. Work experience and study, 6. Summer

CDE 148

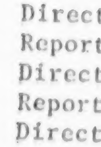
✓ Form II	Program ADCL and professional personnel by category and service delivery: 1. Itinerant programs FTE teachers, 2. Itinerant programs pupils, 3. Resource programs FTE teachers, 4. Resource programs pupils, 5. Self contained FTE teachers, 6. Self contained program pupils by 1. Aurally handicapped, 2. Educable mentally handicapped, 3. Educationall handicapped, 4. Home hospital, 5. Multiple handicapped, 6. Physically handicapped, 7. Speech handicapped, 8. Visually handicapped, 9. Work experience and study, 10. Total*

* Complete for each of the following: 1. [✓ Pre-school], 2. [✓ Elementary], 3. [✓ Junior high], 4. [✓ Senior high], 5. [✓ Work experience and study]

Director's Report B	Category* 1-8
Director's Report B	Person completing form*
Director's Report B	Service delivery* 1-3

N.B., complete for each category and service delivery*

Director's Report B	Teacher/Pupil ADCL composite: 1. Teacher FTE, 2. Enrollment, 3. Daily caseload, 4. Daily attendance (self contained programs) by 1. Teacher (list), 2. Total*
Director's Report B (NIN 1)	Average daily enrollment - total enrollment ÷ 20 = *
Director's Report B (NIN 2)	Average daily caseload - total daily caseload ÷ 20 = *
Director's Report B (NIN 3)	Average daily attendance (for self contained programs) = total daily attendance ÷ 20 = *



* Complete for each of the following: 1. [✓ Pre-school], 2. [✓ Elementary], 3. [✓ Junior high], 4. [✓ Senior high], 5. [✓ Work experience and study]

Teacher's Worksheet B	Category* 1-8 ✓
Teacher's Worksheet B	Teacher*
Teacher's	Service delive ✓

2. Elementary, 3. Junior high, 4. Senior high, 5. Work experience and study

Director's Report B	Category* 1-8
Director's Report B	Person completing form*
Director's Report B	Service delivery* 1-3

N.B., complete for each category and service delivery*

Director's Report B	Teacher/Pupil ADCL composite: 1. Teacher FTE, 2. Enrollment, 3. Daily caseload, 4. Daily attendance (self contained programs) by 1. Teacher (list), 2. Total*
Director's Report B (NIN 1)	Average daily enrollment - total enrollment ÷ 20 = *
Director's Report B (NIN 2)	Average daily caseload - total daily caseload ÷ 20 = *
Director's Report B (NIN 3)	Average daily attendance (for self contained programs) = total daily attendance ÷ 20 = *

1234

* Complete for each of the following: 1. Pre-school, 2. Elementary, 3. Junior high, 4. Senior high, 5. Work experience and study

Teacher's Worksheet B	Category* 1-8
Teacher's Worksheet B	Teacher*
Teacher's Worksheet B	Service delivery* 1-3

N.B., Complete for each category and service delivery*

Teacher's Worksheet B	Pupil ADCL worksheet attendance: 1. The school days of February 1-20 (list), 2. Total ÷ 20 by 1. Membership, 2. Daily caseload, 3. Daily attendance*

* Complete for each of the following: 1. Pre-school, 2. Elementary, 3. Junior high, 4. Senior high, 5. Work experience and study

12345678910

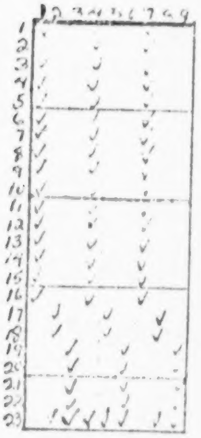
Form III	Special Education Summer Program Report: 1. Extended school year program itinerant (# enrolled), 2. Extended school year program resource (no. enrolled), 3. Extended school year program self contained (no. enrolled), 4. Special summer program itinerant (no. enrolled), 5. Special summer program resource (no. enrolled), 6. Special summer program self contained (no. enrolled), 7. Handicapped area, 8. Level, 9. Hours per day, 10. Number of days by 1. title or type of program (list)
Form III (NIN 1)	Budgeted funding source: federal ($)
Form III (NIN 2)	Budgeted funding source: state ($)
Form III (NIN 3)	Budgeted funding source: local ($)
Form III (NIN 4)	Total all funds

CDE 148

✓ Form IV

Personnel salaries by funding source: 1. teachers (list 1-n) by 1. Title I, 2. Title III, 3. Title VI-B, 4. Title VI-C, 5. Title VI-F, 6. Title VI-G, 7. Title III NDEA, 8. Indian Ed, 9. Migrant Ed, 10. Model Cities, 11. NIMH, 12. Voc Ed, 13. Voc Rehabilitation, 14. Other, 15. State, 16. Local, 17. Salary

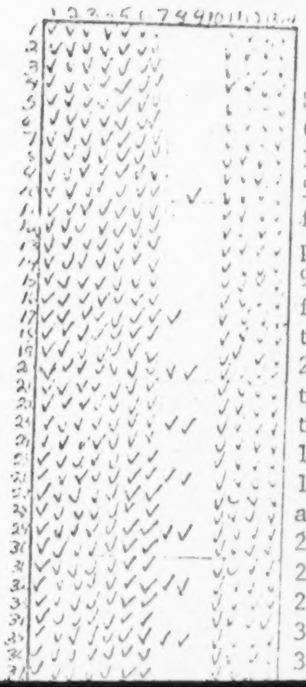
Form V



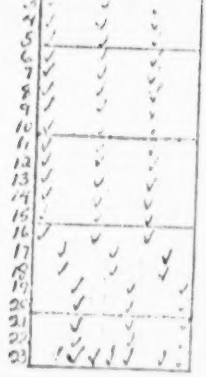
Special Education Revenue Report and Budget Estimates (some empty cells): 1. FY72 expenditures federal, 2. FY72 expenditures state HCEA, 3. FY72 expenditures local, 4. FY73 budget estimates federal, 5. FY73 budget estimates state HCEA, 6. FY73 budget estimates local, 7. FY74 budget estimates federal, 8. FY74 budget estimates state HCEA, 9. FY74 budget estimates local by 1. Title II, 3. Title IV, 4. Title VI-B, 5. Title VI-C, 6. Title VI-F, 7. Title VI-G, 8. Title III NDEA, 9. Indian Ed, 10. Migrant ed, 11. Model cities, 12. NIMH, 13. Voc ed, 14. Voc rehabilitation, 15. Other, 16. Total federal, 17. Handicapped children's educ act, 18. Public school transportation act fund, 19. Local estimated FY73, 20. Estimated local FY74, 21. Local actual receipts FY72, 22. Local incoming transfer from other districts 23. Total

2+3x1-16, 5+6x1-16, 8+9x1-16, 1x17+18, 3x17+18, 1+2x19-22, 4x17+18, 6x17+18, 4+5x19-22, 7x17+18, 9x17+18, 7+8x19-22
Blank

Form VI



Special Education FTE Personnel Needs and Projections: (number of FTE personnel employed 1971-1972 for the following:) 1. All areas, 2. Pre-school, 3. Elementary, 4. Junior high, 5. Secondary, (additional FTE personnel planned 1972-1973 for the following:) 6. September, 7. January (additional FTE personnel planned 1973-1974 for the following:) 8. September, 9. January (total estimated number to be employed 1973-1974 for the following:) 10. All areas, 11. Pre-school, 12 Elementary 13. Junior high, 14. Secondary by 1. Spec ed director, 2. Assistant director, 3. Secretarial, 4. Clerk, 5. Accountant, 6. Other, 7. Specialty, 8. Psychologist, 9. Psychiatrist, 10. Social worker, 11. Occupational therapist, 12. Physical therapist, 13. Nurses, 14. Secretarial, 15. Other, 16. AH supervisors, 17. AH teachers, 18. AH audiologist, 19. AH aides, 20. DB teachers, 21. DB aides, 22. EMH supervisors, 23. EMH teachers, 24. EMH aides, 25. EH supervisors, 26. EH teachers, 27. EH aides, 28. PH supervisors, 29. PH teachers, 30. PH aides, 31. SH supervisors, 32. SH teachers, 33. SH aides, 34. VH supervisors, 35. VH teachers, 36. VH mobility

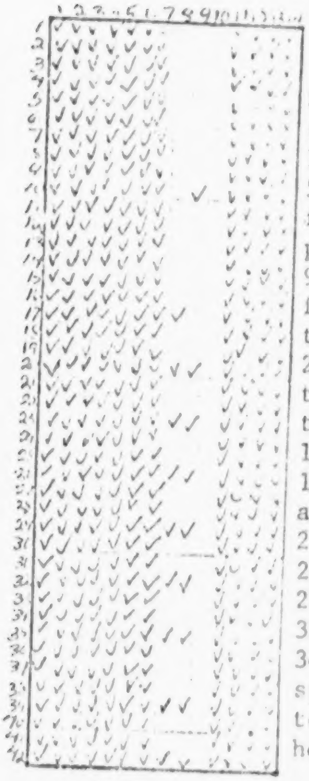


estimates federal, 5. FY73 budget estimates state HCEA, 6. FY73 budget estimates local, 7. FY74 budget estimates federal, 8. FY74 budget estimates state HCEA, 9. FY74 budget estimates local by 1. Title II, 3. Title IV, 4. Title VI-B, 5. Title VI-C, 6. Title VI-F, 7. Title VI-G, 8. Title III NDEA, 9. Indian Ed, 10. Migrant ed, 11. Model cities, 12. NIMH, 13. Voc ed, 14. Voc rehabilitation, 15. Other, 16. Total federal, 17. Handicapped children's educ act, 18. Public school transportation act fund, 19. Local estimated FY73, 2(Estimated local FY74, 21. Local actual receipts FY72, 22. Local incoming transfer from other districts 23. Total

2+3x1-16, 5+6x1-16, 8+9x1-16, 1x17+18, 3x17+18, 1+2x19-22, 4x17+18, 6x17+18, 4+5x19-22, 7x17+18, 9x17+18, 7+8x19-22

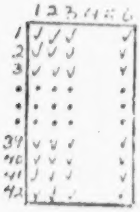
Form VI

Blank



Special Education FTE Personnel Needs and Projections: (number of FTE personnel employed 1971-1972 for the following:) 1. All areas, 2. Pre-school, 3. Elementary, 4. Junior high, 5. Secondary, (additional FTE personnel planned 1972-1973 for the following:) 6. September, 7. January (additional FTE personnel planned 1973-1974 for the following:) 8. September, 9. January (total estimated number to be employed 1973-1974 for the following:) 10. All areas, 11. Pre-school, 12 Elementary 13. Junior high, 14. Secondary by 1. Spec ed director, 2. Assistant director, 3. Secretarial, 4. Clerk, 5. Accountant, 6. Other, 7. Specialty, 8. Psychologist, 9. Psychiatrist, 10. Social worker, 11. Occupational therapist, 12. Physical therapist, 13. Nurses, 14. Secretarial, 15. Other, 16. AH supervisors, 17. AH teachers, 18. AH audiologist, 19. AH aides, 20. DB teachers, 21. DB aides, 22. EMH supervisors, 23. EMH teachers, 24. EMH aides, 25. EH supervisors, 26. EH teachers, 27. EH aides, 28. PH supervisors, 29. PH teachers, 30. PH aides, 31. SH supervisors, 32. SH teachers, 33. SH aides, 34. VH supervisors, 35. VH teachers, 36. VH mobility specialists, 37. VH aides, 38. WES supervisors, 39. WES teachers, 40. WES aides, 41. Home instruction and home hospital supervisors, 42. Teachers

Form VII



Special Education FTE personnel salary estimates: 1. Salaries of FTE personnel employed 1971-72, 2. Additional salaries planned 72-73 September, 3. Additional salaries planned 72-73 January, 4. Salaries for additional FTE personnel planned 73-74 September, 5. Salaries for additional FTE personnel planned 73-74 January, 6. Total estimated salaries to be paid 73-74 by 1. Spec ed director, 2. Assistant director, 3. Secretarial, 4. Clerk, 5. Accountant, 6. Other, 7. Specialty, 8. Psychologist, 9. Psychiatrist, 10. Social worker, 11. Occ. therapist, 12. Physical therapist, 13. Nurse 14. Secretarial, 15. Other, 16. AH supervisors, 17. AH teachers, 18. AH audiologists, 19. AH aides, 20. DB teachers, 21. DB aides, 22. EMH supervisors, 23. EMH teachers, 24. EMH aides, 25. EH supervisors, 26. EH teachers, 27. EH aides, 28. PH supervisors, 29. PH teachers, 30. PH aides, 31. SH supervisors, 32. SH teachers, 33. SH aides, 34. VH supervisors, 35. VH teachers, 36. VH mobility spec., 37. VH aides, 38. WES supervisors, 39. WES teachers, 40. WES aides, 41. Home instruction and home hospital supervisors, 42. Teachers

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Form VIII Child Diagnosis Staffing and Placement Data (Some empty cells): 1. Number of referrals, 2. Number of assessments completed, 3. Referral waiting list, 4. No. of children staffed, 5. Staffing waiting list, 6. No. of children placed under spec ed, 7. Placement waiting list by 1. Total number processe 2. AH, 3. EMH, 4. EH, 5. MH, 6. PH, 7. SH, 8. VH, 9. Total*
1-3x1-9, 5x1-9 Blank *

	1	2	3	4	5	6	7
1							
2				✓		✓	✓
3				✓		✓	✓
4				✓		✓	✓
5				✓		✓	✓
6				✓		✓	✓
7				✓		✓	✓
8				✓		✓	✓
9	✓	✓	✓	✓	✓	✓	✓

*Complete for each of the following: 1. ✓Pre-school, 2. Elementary, 3. Junior high, 4. Senior high

Form IX Average per Pupil/Teacher Contact Hours Per Week: 1. Itinerant 2. Resource, 3. Self contained by 1. AH, 2. EMH, 3. EH, 4. Home hospital, 5. MH, 6. PH, 7. SH, 8. VH, 9. WES

	1	2	3
1	✓	✓	✓
2	✓	✓	✓
3			
4	✓	✓	✓
5	✓	✓	✓
6	✓	✓	✓
7	✓	✓	✓
8	✓	✓	✓
9	✓	✓	✓

Form X [Special Education Federal Revenue Expenditure Report]

✓Form X Funding source (1-n)

✓Form X Project title (1-n)

N.B., Complete for each spec ed federal funding source and project

✓Form X Expenditures: 1. Salaries, 2. Contracted services and other expenses, 3. Total amount by 1. Administration, 2. Instruction, 3. Attendance services, 4. Health services, 5. Pupil transportation, 6. Operation of plant, 7. Maintenance of plant, 8. Fixed charges, 9. Food services, 10. Student body activities, 11. Community services, 12. Capital outlay (total amount only)
1x8, 1-2x12 Blank

Form X (NIN 2) Grand total ($)

✓Form X NIN 3: 1-n federal funding by 1. trainable mentally retarded, 2. EMH, 3. hard of hearing, 4. deaf, 5. speech impaired, 6. visually impaired, 7. emotionally disturbed, 8. crippled, 9. learning disabled, 10. other health impaired, 11. total

Section II Special Education Cost Brackets beside each item this section

123

*Complete for each of the following: 1. ✓Pre-school, 2. ✓Elementary, 3. ✓Junior high, 4. ✓Senior high

123
1 ✓✓✓
2 ✓✓✓
3
4 ✓✓✓
5 ✓✓✓
6 ✓✓✓
7 ✓✓✓
8 ✓✓✓
9 ✓✓✓

Form IX Average per Pupil/Teacher Contact Hours Per Week: 1. Itinerant 2. Resource, 3. Self contained by 1. AH, 2. EMH, 3. EH, 4. Home hospital, 5. MH, 6. PH, 7. SH, 8. VH, 9. WES

Form X [Special Education Federal Revenue Expenditure Report]

✓Form X Funding source (1-n)

✓Form X Project title (1-n)

N.B., Complete for each spec ed federal funding source and project

✓Form X Expenditures: 1. Salaries, 2. Contracted services and other expenses, 3. Total amount by 1. Administration, 2. Instruction, 3. Attendance services, 4. Health services, 5. Pupil transportation, 6. Operation of plant, 7. Maintenance of plant, 8. Fixed charges, 9. Food services, 10. Student body activities, 11. Community services, 12. Capital outlay (total amount only)
1x8, 1-2x12 Blank

Form X
(NIN 2) Grand total ($)

✓Form X NIN 3: 1-n federal funding by 1. trainable mentally retarded, 2. EMH, 3. hard of hearing, 4. deaf, 5. speech impaired, 6. visually impaired, 7. emotionally disturbed, 8. crippled, 9. learning disabled, 10. other health impaired, 11. total

Section II Special Education Cost Brackets beside each item this section

123
1 ✓ 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 ✓ 7 ✓ 8 ✓ 9 ✓ 10 ✓ 11 ✓ 12 ✓

Special Education Admin. Prog. FTE Personnel and Direct Costs: 1. FTE personnel, 2. Cost, 3. Subtotal (for salaries, contracted, other, total) by (salaries): 1. Director, 2. Ass't director, 3. Secretarial, 4. Clerical, (contracted): 5-7. (list 3), (other): 8. Travel, 9. Supplies, 10. Fringe benefits, 11. Blank, 12. Total
1x8-11 Blank

123
1 ✓ 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 ✓ 7 ✓ 8 ✓ 9 ✓ 10 ✓ 11 ✓ 12 ✓ 13 ✓ 14 ✓ 15 ✓ 16 ✓ 17 ✓ 18 ✓

Special Ed. Pupil Placement, Evaluation and Screening: 1. FTE personnel, 2. Cost, 3. Subtotal (for salaries, contracted, other, total) by (salaries): 1. Supervisor, 2. Psychologists, 3. Psychiatrists, 4. Teachers, 5. Social workers, 6. Secretarial, 7. Clerical, 8-9. Other (list 2), (contracted): 10. Psychologists, 11. Psychiatrists, 12. Social workers, 13-14. Other (list 2), (other): 15. Travel, 16. Supplies, 17. Fringe benefits, 18. Total

123
1 ✓✓ 2 ✓✓ 3 ✓✓ 4 5 6 ✓ 7 ✓ 8 ✓ 9 10 11 12 13 ✓

Special Education Instructional Materials Center: 1. FTE personnel, 2. Cost, 3. Subtotal (for salaries, contracted, other, total) by (salaries): 1. IMC specialist, 2. audio visual specialist, 3. graphics artist, 4-5. other (list 2), (contracted): 6-8. (list 3), (other): 9. Travel, 10. Supplies, 11. Equipment, 12. Fringe benefits, 13. Total

9/12/72

CDE 148

Special Ed Pupil Transportation Direct Costs: A. Special transportation home-school, B. Special transportation school-school, C. Total (for contracted carrier, district special transportation, total) by 1. contracted carrier, (district special transportation:), 2. Salaries, 3. Replacement, 4. Insurance, 5. Payment in lieu of, 6. Other, 7. Total

A B C
1
2
3
4
5
6
7 ✓✓✓

1 (1) Mileage previous year home-school
1 (2) Mileage previous year school-school
1 (3) Mileage previous year total
2 Mileage
3 Aggregate daily attendance previous year home-school
4 Aggregate daily attendance (col. A) x 3¢
5 Total (2 + 4)
6 State proration factor previous year
7 Amount received from state
8 Total cost of home-school transportation
9 Total cost of school-school transportation
10 Total cost to district

Spec Ed: 1. FTE personnel, 2. Cost, 3. Subtotal (for salaries, contracted, other, total) by (salaries): 1. Supervisor, 2. Teachers, 3-4. Other (list 2), 5-7. (Contracted:) (list 3), 8-10. (other:) (list 3), 11. Total *+

1 2 3
1 ✓✓✓
2 ✓✓✓
3 ✓✓✓
4 ✓✓✓
5 — ✓
6 — ✓
7 ✓
8 ✓
9 ✓
10 ✓
11 ✓

For sample districts only: *Complete for each of the following: 1.✓ Itinerant, 2.✓ Resource, 3.✓ Self contained. And for each of the following: 1.✓ Pre-school, 2.✓ Elementary, 3.✓ Junior high, 4.✓ Senior high, 5.✓ Work experience and study, 6.✓ Summer +

For non sample districts only: *Complete for each of the following: 1.✓ Pre-school, 2.✓ K-12, 3.✓ Summer+

\+ Complete for each of the following (both sample and non sample districts): 1.✓ AH, 2.✓ EMH, 3.✓ EH, 4.✓ HOME hospital, 5.✓ PH, 6.✓ SH, 7.✓ VH

Spec Ed Work Experience and Study Programs Composite Report: 1. FTE personnel, 2. Cost, 3. Subtotal (for salaries, contracted, other, total) by (salaries): 1. Supervisor, 2. Teachers, 3-4. Other (list 2), 5-7 (contracted): (list 3), 8-10. (other): (list 3), 11. Total*

1 2 3
1 ✓✓✓
2 ✓✓✓
3 ✓✓✓
4 ✓✓✓
5 ✓
6 — ✓
7 ✓
8 ✓
9 ✓
10 ✓
11 ✓

* Complete for each of the following: 1.✓ Regular school, 2.✓ Summer school

Special Ed Preschool Composite Report: 1. FTE personnel, 2. Cost, 3. Subtotal (for salaries, contracted, other, total) by (salaries): 1. Supervisor, 2. Teachers, 3-4. Other (list 2), 5-7. (Contracted):(list 3), 8-10. (other):(list 3), 11. Total

1 2 3
1 ✓✓✓
2 ✓✓✓
3 ✓✓✓
4 ✓✓✓
5 — ✓
6 ✓
7 ✓
8 ✓
9 ✓
10 ✓
11 ✓

Special Ed Summer Programs Composite Report: 1. FTE personnel, 2. Cost, 3. Subtotal (for salaries, contracted, other, total) by (salaries): 1. Supervisor, 2. Teachers, 3-4. Other (list 2), 5-7. (contracted):

1 2 3
1 ✓✓✓
2 ✓✓✓
3 ✓✓✓

3	Aggregate daily attendance previous year home-school
4	Aggregate daily attendance (col. A) x 3¢
5	Total (2 + 4)
6	State proration factor previous year
7	Amount received from state
8	Total cost of home-school transportation
9	Total cost of school-school transportation
10	Total cost to district

Spec Ed: 1. FTE personnel, 2. Cost, 3. Subtotal (for salaries, contracted, other, total) by (salaries): 1. Supervisor, 2. Teachers, 3-4. Other (list 2), 5-7. (Contracted:) (list 3), 8-10. (other:) (list 3), 11. Total *+

	1	2	3
1	✓	✓	✓
2	✓	✓	✓
3	✓	✓	✓
4	✓	✓	✓
5	---	---	✓
6			✓
7			✓
8			✓
9			✓
10			✓
11			✓

For sample districts only: *Complete for each of the following: 1.✓ Itinerant, 2.✓ Resource, 3.✓ Self contained. And for each of the following: 1.✓ Pre-school, 2.✓ Elementary, 3.✓ Junior high, 4.✓ Senior high, 5.✓ Work experience and study, 6.✓ Summer +

For non sample districts only: *Complete for each of the following: 1.✓ Pre-school, 2.✓ K-12, 3.✓ Summer+

+ Complete for each of the following (both sample and non sample districts): 1.✓ AH, 2.✓ EMH, 3.✓ EH, 4.✓ HOME hospital, 5.✓ PH, 6.✓ SH, 7.✓ VH

Spec Ed Work Experience and Study Programs Composite Report: 1. FTE personnel, 2. Cost, 3. Subtotal (for salaries, contracted, other, total) by (salaries): 1. Supervisor, 2. Teachers, 3-4. Other (list 2), 5-7 (contracted): (list 3), 8-10. (other): (list 3), 11. Total*

	1	2	3
1	✓	✓	✓
2	✓	✓	✓
3	✓	✓	✓
4	✓	✓	✓
5			✓
6	---	---	✓
7			✓
8			✓
9			✓
10			✓
11			✓

* Complete for each of the following: 1.✓ Regular school, 2.✓ Summer school

Special Ed Preschool Composite Report: 1. FTE personnel, 2. Cost, 3. Subtotal (for salaries, contracted, other, total) by (salaries): 1. Supervisor, 2. Teachers, 3-4. Other (list 2), 5-7. (Contracted):(list 3), 8-10. (other):(list 3), 11. Total

	1	2	3
1	✓	✓	✓
2	✓	✓	✓
3	✓	✓	✓
4	✓	✓	✓
5	---	---	✓
6			✓
7			✓
8			✓
9			✓
10			✓
11			✓

Special Ed Summer Programs Composite Report: 1. FTE personnel, 2. Cost, 3. Subtotal (for salaries, contracted, other, total) by (salaries): 1. Supervisor, 2. Teachers, 3-4. Other (list 2), 5-7. (contracted): (list 3), 8-10. (other):(list 3), 11. Total*

	1	2	3
1	✓	✓	✓
2	✓	✓	✓
3	✓	✓	✓
4	✓	✓	✓
5	---	---	✓
6			✓
7			✓
8			✓
9			✓
10			✓
11			✓

* S Complete for each of the following: 1.✓ Itinerant, 2.✓ Resource, 3.✓ Self contained. And for each of the following: 1.✓ Pre-school, 2.✓ Elementary, 3.✓ Junior high, 4.✓ Senior high, 5.✓ Work experience and study, 6. Summer

Formset-6B-3 Record and Report of Local Expenditures - Title VIA ESEA

NIN 1	Page number
NIN 2	Local agency name
NIN 3	County
NIN 4	District number
NIN 5	Project number
NIN 6	Date approved
NIN 7	Amount approved
NIN 8	1. Item or name of vendor, 2. Handbook II account no., 3. date obligated, 4. amount obligated, 5. amount paid, 6. amount of obligation cancelled, 7. date paid or cancelled, 8. check number by 1. order or invoice no. (list 1-n)

Formset-6B-4A Quarterly Disbursement of Federal Funds by LEA - Title VIA-ESEA

NIN 1	Local agency name
NIN 2	County
NIN 3	District number
NIN 4	Project number

-12-72.

Formset-6B-4A

NIN 6	Disbursements and obligations for quar ending: Sept 30/ Dec 31/Mar 31/June 30
✓ 1	Expenditures of Federal cash for the quarter just ended ($)
✓ 2	Expenditures of Federal cash for other previous quarters ($)
3	Federal cash on hand not encumbered at end of quarter ($)
4	Federal cash accounted for ($)
NIN 7	Remarks
NIN 8	Submitted by: name & title
NIN 9	Date
NIN 10	Signature of reporting official

Formset-6B-4B Quarterly Estimated Requirement of Federal Funds by LEA Title VIB-ESEA

NIN 1	Local agency name
NIN 2	County
NIN 3	District number
NIN 4	Project number
NIN 5	Fiscal year approved
NIN 6	Estimated requirements for quarter ending: Sept 30/Dec 31 Mar 31/June 30
1	Estimated cash requirement: enter month
2	Estimated cash requirement: enter month
3	Estimated cash requirement: enter month
4	(add 1, 2 and 3)
5	Federal funds, not encumbered, at end of quarter
6	Net amount of federal funds required (Item 4 minus 5)
NIN 7	Remarks
NIN 8	Submitted by: name and title
NIN 9	Signature of reporting official
NIN 10	Date

CP-1 CDE Certificated Personnel

NIN 1	County
NIN 2	County code
NIN 3	District file number
NIN 4	Legal number
1	Last name
2	First name
3	MI
4	Maiden name
5	Social security number
6	Sex
7	Marital status
8	Birthdate, mo., day, year
9	Ethnic group

NIN 10	Signature of reporting official

Formset-6B-4B Quarterly Estimated Requirement of Federal Funds by LEA Title VIB-ESEA

NIN 1	Local agency name
NIN 2	County
NIN 3	District number
NIN 4	Project number
NIN 5	Fiscal year approved
NIN 6	Estimated requirements for quarter ending: Sept 30/Dec 31 Mar 31/June 30
1	Estimated cash requirement: enter month
2	Estimated cash requirement: enter month
3	Estimated cash requirement: enter month
4	(add 1, 2 and 3)
5	Federal funds, not encumbered, at end of quarter
6	Net amount of federal funds required (Item 4 minus 5)
NIN 7	Remarks
NIN 8	Submitted by: name and title
NIN 9	Signature of reporting official
NIN 10	Date

CP-1 CDE Certificated Personnel

NIN 1	County
NIN 2	County code
NIN 3	District file number
NIN 4	Legal number
1	Last name
2	First name
3	MI
4	Maiden name
5	Social security number
6	Sex
7	Marital status
8	Birthdate, mo., day, year
9	Ethnic group
10	Trans code
10	Name of school or building where assigned
11	School code
12(a-c)	Position
13(b,c)	Function
14(a-c)	Scope
15	Level
16	Daily prep.
18	Work days
19	Part time
20	Regular salary
21	Additional salary
22	Employ. status
23	Experience this district
24	Other Colorado
25	Out of state
26	Total
27	Previous years employment
28	Residence
29	Certificate held
30	Issued month and year

CP-1

31	Expires month and year
32	Issued by
33	Level of authority
34	College preparation
35	Institution first degree
36	Institution code
37	First degree
38	Degree code
NIN	City and State
39	Year of degree
40	Institution highest degree
41	Institution code
	City and state
42	Highest degree
43	Degree code
44	Year of degree
45	Subject area assigned
46	Subject code
47	Major areas of specialization
47	Minor areas of specialization
47	Other areas of specialization
48	Leave of absence/returned from leave/terminated: resigned/discharged/deceased/retired
NIN	Signature
NIN	Date

NFN Colorado State Department of Education
On-site Evaluation Form for Title III
ESEA Projects

NIN 1 Local education agency
✓NIN 2 Project title
✓NIN 3 Evaluator
✓NIN 4 Visitation date
NIN 5 Return by
NIN 6 Return to
✓1a Current direction consistent with objectives: 1/2/3/4/5
✓1b Aware of project objectives: 1/2/3/4/5
✓1c Policies and practices conducive to accomplishing objectives: 1/2/3/4/5
✓2a Activities appropriate for meeting objectives: 1/2/3/4/5
✓2b Reasonable progress being made toward objectives: 1/2/3/4/5
2c Dissemination of information appropriate: 1/2/3/4/5
2d Negative effects on children prevented: 1/2/3/4/5
✓3a Physical resources adequate to achieve objectives: 1/2/3/4/5
✓3b Human resources numerically adequate to achieve objectives: 1/2/3/4/5
✓3c Personnel have qualities essential to project success: 1/2/3/4/5
✓4a Budget is appropriate: 1/2/3/4/5
4b Good administrative practice exists: 1/2/3/4/5
5a Provision for integrating successful programs: 1/2/3/4/5
5b Board of Ed and administrative staff are committed to support: 1/2/3/4/5
✓6a Evaluation practices and instruments are appropriate: 1/2/3/4/5
7a Provisions for follow up study appropriate and adequate: 1/2/3/4/5
II 1 Strengths of project
II 2 Weaknesses of project
II 3 Suggestions for improvements
✓II 4 Additional comments

NFN Purchase Requisition

NIN 1 Purchase requisition no.
NIN 2 Date
NIN 3 Requesting agency
NIN 4 Address
NIN 5 Fund or account no.
NIN 6 Budget class
NIN 7 roject no.
NIN 8 Expenditure class
NIN 9 Quantitu desired, unit, complete description of item or services desired, unit cost, amount, terms, F.O.B., list by vendor and address, purchase order no. by each (list)
NIN 10 Signature of head of department, agency, or institution

NFN No Title Weinman letter

NIN 5	Return by
NIN 6	Return to
✓1a	Current direction consistent with objectives: 1/2/3/4/5
✓1b	Aware of project objectives: 1/2/3/4/5
✓1c	Policies and practices conducive to accomplishing objectives: 1/2/3/4/5
✓2a	Activities appropriate for meeting objectives: 1/2/3/4/5
✓2b	Reasonable progress being made toward objectives: 1/2/3/4/5
2c	Dissemination of information appropriate: 1/2/3/4/5
2d	Negative effects on children prevented: 1/2/3/4/5
✓3a	Physical resources adequate to achieve objectives: 1/2/3/4/5
✓3b	Human resources numerically adequate to achieve objectives: 1/2/3/4/5
✓3c	Personnel have qualities essential to project success: 1/2/3/4/5
✓4a	Budget is appropriate: 1/2/3/4/5
4b	Good administrative practice exists: 1/2/3/4/5
5a	Provision for integrating successful programs: 1/2/3/4/5
5b	Board of Ed and administrative staff are committed to support: 1/2/3/4/5
✓6a	Evaluation practices and instruments are appropriate: 1/2/3/4/5
7a	Provisions for follow up study appropriate and adequate: 1/2/3/4/5
II 1	Strengths of project
II 2	Weaknesses of project
II 3	Suggestions for improvements
✓II 4	Additional comments

NFN Purchase Requisition

NIN 1	Purchase requisition no.
NIN 2	Date
NIN 3	Requesting agency
NIN 4	Address
NIN 5	Fund or account no.
NIN 6	Budget class
NIN 7	Project no.
NIN 8	Expenditure class
NIN 9	Quantitu desired, unit, complete description of item or services desired, unit cost, amount, terms, F.O.B., list by vendor and address, purchase order no. by each (list)
NIN 10	Signature of head of department, agency, or institution

NFN No Title Weinman letter

NIN 1	Media to order the book in
NIN 2	Title of book
NIN 3	Author
NIN 4	Publisher
NIN 5	Copyright
NIN 6	No. of copies needed
NIN 7	Request is for school year
NIN 8	Lend master, will duplicate (✓)
NIN 9	Please bill (✓)
NIN 10	¢ per page
NIN 11	No. of pages
NIN 12	Total ($)
NIN 13	Paper exchange (✓)
NIN 14	Lend for current school year (✓)

NFN Reporting Format for the Comprehensive Educational Planning Act

1	School-community involvement: 1. name of committee (list 1-n), number of community representatives, number of professional personn number of students
1	Other school-community involvement activities
2a	Elementary level: list student needs
2b	Secondary level: list student needs
3a	Elementary: list general goals for students
3b	Secondary: list general goals for students
4a	Elementary: list specific objectives for students
4b	Secondary: list specific objectives for students
5a(1)	Elementary-teaching learning practices: list of operational objectives for staff
5a(2)	Secondary-teaching learning practices: list of operational objectives for staff
5b(1)	Elementary-curricular programs: list of operational objectives for staff
5b(2)	Secondary-curricular programs: list of operational objectives for staff
5c(1)	Elementary-cocurricular programs: list of operational objectives for staff
5c(2)	Secondary-cocurricular programs: list of operational objectives for staff
5d(1)	Elementary-supporting services for students: list of operational objectives for staff
5d(2)	Secondary-supporting services for students: list of operational objectives for staff
5e(1)	Elementary-supporting services for the community: list of operational objectives for staff
5e(2)	Secondary-supporting services for the community: list of operational objectives for staff
5f(1)	Elementary-supporting services for staff: list of operational objectives for staff
5f(2)	Secondary-supporting services for staff: list of operational objectives for staff
5g(1)	Elementary-school policies and practices: list of operational objectives for staff
5g(2)	Secondary-school policies and practices: list of operational objectives for staff
5h(1)	Elementary-management practices: list of operational objectives for staff
5h(2)	Secondary-management practices: list of operational objectives for staff
5i(1)	Elementary-resources: list of operational objectives for staff
5i(2)	Secondary-resources: list of operational objectives for staff

NFN Application-Teacher Training P.L. 91-230, Title VI, Education of the Handicapped, Part D

	3a	Elementary: list general goals for students
	3b	Secondary: list general goals for students
	4a	Elementary: list specific objectives for students
	4b	Secondary: list specific objectives for students
	5a(1)	Elementary-teaching learning practices: list of operational objectives for staff
	5a(2)	Secondary-teaching learning practices: list of operational objectives for staff
	5b(1)	Elementary-curricular programs: list of operational objectives for staff
	5b(2)	Secondary-curricular programs: list of operational objectives for staff
	5c(1)	Elementary-cocurricular programs: list of operational objectives for staff
	5c(2)	Secondary-cocurricular programs: list of operational objectives for staff
	5d(1)	Elementary-supporting services for students: list of operational objectives for staff
	5d(2)	Secondary-supporting services for students: list of operational objectives for staff
	5e(1)	Elementary-supporting services for the community: list of operational objectives for staff
	5e(2)	Secondary-supporting services for the community: list of operational objectives for staff
	5f(1)	Elementary-supporting services for staff: list of operational objectives for staff
	5f(2)	Secondary-supporting services for staff: list of operational objectives for staff
	5g(1)	Elementary-school policies and practices: list of operational objectives for staff
	5g(2)	Secondary-school policies and practices: list of operational objectives for staff
	5h(1)	Elementary-management practices: list of operational objectives for staff
	5h(2)	Secondary-management practices: list of operational objectives for staff
	5i(1)	Elementary-resources: list of operational objectives for staff
	5i(2)	Secondary-resources: list of operational objectives for staff
NFN	Application-Teacher Training P.L. 91-230, Title VI, Education of the Handicapped, Part D	
	A(1)	Name
	A(2)	Position
	A(3)	Home address
	A(4)	Telephone
	B(1)	School or agency
	B(2)	Address
	B(3)	Telephone
	C(1)	Citizen of U.S.
	C(2)	By handicap the area of preparation
	C(3)	Name of training institution will be attended
	✓ D(1)	Is teaching certificate endorsed in area indicated above
	D(2)	If not, number of hours needed for endorsement
	D(3)	Ever received training grant from this office
	E	Degree status: institution, degree, year granted, major area of study by undergraduate, master's doctorate, other
	F	Past professional experience: 1. school or agency and location (list), 2. dates from mo. yr. to mo. yr. (list), 3. description of duties (list) by 1. teaching handicapped children, 2. other teaching experience, 3. Administrative, supervisory and other related experienced
	G	Additional supportive information
	H(1)	Training institution statement: applicant's signature
	H(2)	Program advisor's signature
	H(3)	Institution name
	H(4)	Date

NFN Application-Teacher Training P.L. 91-230, Title VI, Education of the Handicapped, Part D

D NIN 3

AND ENDORSED AT THE LEVEL AND AREA(S) SHOWN BELOW (MAJOR Teaching Area Only. PLEASE ENTER a Level for each Area in which you are qualified for certification.)

LEVEL AREA

Levels
PRI
ELEM
JR HI
SEC
K-12

TYPE A – TEACHER CERTIFICATE
TYPE B – PROFESSIONAL TEACHER CERTIFICATE

BUSINESS EDUCATION
032300 __________ General Business Education
033409 __________ Secretarial Education

DRIVER EDUCATION
210100 __________ Driver Education

FINE ARTS
020000 __________ Art
120500 __________ Instrumental Music
120100 __________ Music Education
120400 __________ Vocal Music

FOREIGN LANGUAGES
060208 __________ French
060209 __________ German
060103 __________ Greek
060213 __________ Italian
060105 __________ Latin
060218 __________ Russian
060219 __________ Spanish

GENERAL ELEMENTARY EDUCATION
180101 __________ Early Childhood Education
180100 __________ Elementary Education

HEALTH, PHYSICAL, RECREATION EDUCATION
080100 __________ Health Education
080199 __________ Nurse Instructor
080300 __________ Physical Education
080400 __________ Recreation Education

LANGUAGE ARTS
050600 __________ Dramatic Arts
050000 __________ English Language Arts
050103 __________ Journalism
050300 __________ Literature
050101 __________ Reading
050500 __________ Speech

MATHEMATICS
110000 __________ Mathematics

OCCUPATIONAL AND PRACTICAL ARTS EDUCATION
010000 __________ Agriculture
040000 __________ Distributive Education
090000 __________ Home Economics Education
100000 __________ Industrial Arts

PROGRAM SERVICE SPECIALIST
302200 __________ Counselor
303605 __________ Educational Media Specialist
304905 __________ Library Media Specialist
305305 __________ Occupational Education Specialist
306300 __________ Reading Specialist
302400 __________ School Curriculum Specialist
306805 __________ Special Education Specialist

LEVEL AREA

ROTC
220000 __________ Junior ROTC

SCIENCE
130200 __________ Biological Science
130301 __________ Chemistry
130400 __________ Earth Science
130100 __________ General Science
130300 __________ Physical Science
130302 __________ Physics

SOCIAL SCIENCES
150100 __________ Anthropology
150600 __________ Economics
150700 __________ Geography
150800 __________ History
151100 __________ Political Science
151200 __________ Psychology
150000 __________ Social Studies (Broad Field)
151300 __________ Sociology

SPECIAL EDUCATION
192040 __________ Aurally Handicapped
191010 __________ Educable Mentally Handicapped
197000 __________ Educationally Handicapped
192030 __________ Physically Handicapped
192010 __________ Speech Correctionist
191020 __________ Trainable Child
192050 __________ Visually Handicapped

TYPE C – VOCATIONAL TEACHER CERTIFICATE
170000 __________ TRADES AND INDUSTRY, Specify:

__________ ______________________________

TYPE D – SCHOOL ADMINISTRATOR CERTIFICATE
SCHOOL ADMINISTRATION
303700 __________ Elementary School Principal
304800 __________ Junior High School Principal
306700 __________ Secondary School Principal
306305 __________ School Business Administrator
307400 __________ Superintendent of Schools

TYPE E – SPECIAL SERVICES CERTIFICATE
SPECIAL SERVICES
304900 __________ Librarian
306400 __________ School Nurse
306500 __________ School Psychologist
306800 __________ School Social Worker
307100 __________ Speech Therapist

OTHER
__________ ______________________________
__________ ______________________________

NFN Letter of Approval

✓	NIN 1	Teacher name
✓	NIN 2	Previous letters: 1/2/3/4
✓	NIN 3	Approval for spec ed program taught by ________
✓	NIN 4	Not endorsed in area of ________________
✓	NIN 5	County
✓	NIN 6	Signature of teacher
✓	NIN 7	District number
✓	NIN 8	Signature of school official
✓	NIN 9	School year 19__ - 19__
✓	NIN 10	Date
✓	NIN 11	Division of spec ed services: signature

NFN Materials Evaluation Form

	NIN 1	Item name
	NIN 2	Publisher
	NIN 3	Brief description of item
✓	NIN 4	Children using material
✓	NIN 5	How used
✓	NIN 6	Strengths of item
✓	NIN 7	Weaknesses of item
✓	NIN 8	Suggested adaptations
✓	NIN 9	Additional comments

NFN CIMC-V/H Colorado State Library

NIN 1	The attached request form for:
NIN 2	Has been referred to:

NFN Source and Report Sheet

NIN 1	Access no.
NIN 2	Requested by
NIN 3	Date
NIN 4	Title
NIN 5	Series title
NIN 6	Author
NIN 7	Publisher
NIN 8	Grade
NIN 9	Copyright
NIN 10	No. copies
NIN 11	Media
NIN 12	Instructions to teacher
NIN 13	Source
NIN 14	Watts
NIN 15	Price
NIN 16	Other copyright
NIN 17	Other media
NIN 18	Notes

NFN CIMC -- V/H Colorado State Library

✓ NIN 10 Date
✓ NIN 11 Division of spec ed services: signature

NFN Materials Evaluation Form

NIN 1 Item name
NIN 2 Publisher
NIN 3 Brief description of item
✓ NIN 4 Children using material
✓ NIN 5 How used
✓ NIN 6 Strengths of item
✓ NIN 7 Weaknesses of item
✓ NIN 8 Suggested adaptations
✓ NIN 9 Additional comments

NFN CIMC-V/H Colorado State Library

NIN 1 The attached request form for:
NIN 2 Has been referred to:

NFN Source and Report Sheet

NIN 1 Access no.
NIN 2 Requested by
NIN 3 Date
NIN 4 Title
NIN 5 Series title
NIN 6 Author
NIN 7 Publisher
NIN 8 Grade
NIN 9 Copyright
NIN 10 No. copies
NIN 11 Media
NIN 12 Instructions to teacher
NIN 13 Source
NIN 14 Watts
NIN 15 Price
NIN 16 Other copyright
NIN 17 Other media
NIN 18 Notes

NFN CIMC -- V/H Colorado State Library

NIN 1 We have that your request for the book title(s)
NIN 2 In
NIN 3 Pl

NFN Request for Volunteer Reproduction - Large Type (In triplicate)

NIN 1 Date
NIN 2 Title
NIN 3 Author
NIN 4 Copyright
NIN 5 No. of copies needed
NIN 6 For (school, grade)
NIN 7 Contact name
NIN 8 Home phone
NIN 9 Hours
NIN 10 Work phone
NIN 11 Hours
NIN 12 Date due
NIN 13 Send as volumes are completed/complete materials before sending (✓
NIN 14 Special instructions or comments

NFN Request for Volunteer Reproduction - Braille (In triplicate)

NIN 1	Date
NIN 2	Title
NIN 3	Author
NIN 4	Copyright date
NIN 5	No. of copies needed
NIN 6	For (school, grade)
NIN 7	Contact name
NIN 8	Home phone
NIN 9	Work phone
NIN 10	Hours
NIN 11	Date due
NIN 12	Send as volumes are completed/complete project before sending
NIN 13	Mathematical tables, graphs, illustrations essential to be included
NIN 14	Special instructions or comments

NFN Request for Volunteer Reproduction - Recording (In duplicate)

NIN 1	Title
NIN 2	Date
NIN 3	Author
NIN 4	Copyright
NIN 5	For: (school,grade)
NIN 6	Contact name
NIN 7	Home phone
NIN 8	Hours
NIN 9	Work phone
NIN 10	Hours
NIN 11	Date due
NIN 12	Send as topics are completed/complete project before sending
NIN 13	Inclusions: table of contents(✓)
NIN 14	Preface (✓)
NIN 15	Dedications (✓)
NIN 16	Footnotes (✓)
NIN 17	Picture descriptions (✓)
NIN 18	Charts and graphs descriptions (✓)
NIN 19	Index (✓)
NIN 20	Appendix (✓)
NIN 21	Special instructions or comments

NFN Example Special Study Institute for School Principals Session Evaluation Form

✓ I(1)	Expectations for this session: 1/2/3/4/5
✓ I(2)	Fulfillment as a result of this session: 1/2/3/4/5
✓ I(3)	Comments
✓ IIA(1)	Expectations for this session: 1/2/3/4/5
✓ IIA(2)	Fulfillment as a result of this session: 1/2/3/4/5
✓ IIB 1	Helpfulness to EMH: 1/2/3/4/5

NIN 7	Contact name
NIN 8	Home phone
NIN 9	Work phone
NIN 10	Hours
NIN 11	Date due
NIN 12	Send as volumes are completed/complete project before sending
NIN 13	Mathematical tables, graphs, illustrations essential to be included
NIN 14	Special instructions or comments

NFN Request for Volunteer Reproduction - Recording (In duplicate)

NIN 1	Title
NIN 2	Date
NIN 3	Author
NIN 4	Copyright
NIN 5	For: (school,grade)
NIN 6	Contact name
NIN 7	Home phone
NIN 8	Hours
NIN 9	Work phone
NIN 10	Hours
NIN 11	Date due
NIN 12	Send as topics are completed/complete project before sending
NIN 13	Inclusions: table of contents(✓)
NIN 14	Preface (✓)
NIN 15	Dedications (✓)
NIN 16	Footnotes (✓)
NIN 17	Picture descriptions (✓)
NIN 18	Charts and graphs descriptions (✓)
NIN 19	Index (✓)
NIN 20	Appendix (✓)
NIN 21	Special instructions or comments

NFN Example Special Study Institute for School Principals Session Evaluation Form

✓ I(1)	Expectations for this session: 1/2/3/4/5
✓ I(2)	Fulfillment as a result of this session: 1/2/3/4/5
✓ I(3)	Comments
✓ IIA(1)	Expectations for this session: 1/2/3/4/5
✓ IIA(2)	Fulfillment as a result of this session: 1/2/3/4/5
✓ IIB 1	Helpfulness to EMH: 1/2/3/4/5
✓ IIB 2	Helpfulness to EH: 1/2/3/4/5
✓ IIB 3	Helpfulness to speech and orally handicapped: 1/2/3/4/5
✓ IIB 4	Helpfulness VH and PH: 1/2/3/4/5
✓ IIB 5	Helpfulness workstudy: 1/2/3/4/5
✓ IIC	Comments
✓ III(1)	Expectations this session: 1/2/3/4/5
✓ III(2)	Fulfillment as a result of this session: 1/2/3/4/5
✓ III(3)	Comments
✓ IVA(1)	Expectations for this session: 1/2/3/4/5
✓ IVA(2)	Fulfillment as a result of this session: 1/2/3/4/5
✓ IVB(1)	Helpfulness in identification: 1/2/3/4/5
✓ IVB(2)	Helpfulness in diagnosis: 1/2/3/4/5
✓ IVB(3)	Helpfulness in educational programming: 1/2/3/4/5
✓ IVB(4)	Helpfulness in in-service education: 1/2/3/4/5
✓ IVB(5)	Helpfulness in instructional materials: 1/2/3/4/5
✓ IVC	comments
✓ VIIA	Degree of value of opening session: 1/2/3/4/5
✓ VIIB	Degree of value of small group sessions: 1/2/3/4/5

NFN Section C Annual Financial Report, Title VI, ESEA Projects

NIN 1	This is a final report/this is an estimated report
Sec 1, 1	Name of district
Sec 1, 2	Number of district
Sec 1, 3	County
Sec 1, 4	Project number
SecII Item 1.	Expenditures for operation: 1. salaries, 2. contracted services, 3. other, 4. total by 1. administration, 2. instruction, 3. attendance source, 4. health services, 5. pupil transportation service, 6. operation of plant, 7. maintenance of plant, 8. fixed charges, 9. food services, 10. stude body activities, 11. community services, 12. minor remodeling, 13. initial or additional equipment, 14. sum
SecII Item 2.	Expenditures for construction: 1. amount of federal funds expended by 1. sites, 2. building, 3. new buildings and building additions, 4. remodeling of building, 5. equipment, 6. total, 7. grand totals
NIN 2	Comments
✓ Sec III, 1	Total funds approved for project ($)
Sec III, 2	Amount of project funds received ($)
✓ Sec III, 3	Total cash paid out for project expenditures ($)
Sec III, 4	Cash on hand
✓ Sec III, 5	Total unliquidated obligations
Sec III, 6	Total amount of cash on hand not obligated
NIN 3	Signature of authorized representative
NIN 4	Date reported

NFN Preliminary Teacher Data Form

1	Card sequence
2	Year code
3	County
4	County code
5	District file number
6	Legal number
7	Teacher I.D. number
8	Teacher name: last, first, middle initial
9	Maiden name
10	Card sequence
11	Year code
12	Teacher I.D. number
13	Social security number
14	Sex
15	Marital status: single/married
16	Date of birth: month, day, year
17	Race/ethnic group: American Indian/Hispano/Negro/Oriental/Other
18	Name of school or building where assigned
19	School code
20	Position title: position 1, position 2, position 3
21	Function: function 1, function 2, function 3
22	Scope: scope 1, scope 2, scope 3
23	Level/grade
24	Daily preparation
25	Work days
26	Part time
27	Regular salary

	tenance of plant, 8. fixed charges, 9. food services, 10. stude body activities, 11. community services, 12. minor remodeling, 13. initial or additional equipment, 14. sum
SecII Item 2.	Expenditures for construction: 1. amount of federal funds expended by 1. sites, 2. building, 3. new buildings and building additions, 4. remodeling of building, 5. equipment, 6. total, 7. grand totals
NIN 2	Comments
✓ Sec III, 1	Total funds approved for project ($)
Sec III, 2	Amount of project funds received ($)
✓ Sec III, 3	Total cash paid out for project expenditures ($)
Sec III, 4	Cash on hand
✓ Sec III, 5	Total unliquidated obligations
Sec III, 6	Total amount of cash on hand not obligated
NIN 3	Signature of authorized representative
NIN 4	Date reported

NFN Preliminary Teacher Data Form

1	Card sequence
2	Year code
3	County
4	County code
5	District file number
6	Legal number
7	Teacher I.D. number
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10	Card sequence
11	Year code
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13	Social security number
14	Sex
15	Marital status: single/married
16	Date of birth: month, day, year
17	Race/ethnic group: American Indian/Hispano/Negro/Oriental/Other
18	Name of school or building where assigned
19	School code
20	Position title: position 1, position 2, position 3
21	Function: function 1, function 2, function 3
22	Scope: scope 1, scope 2, scope 3
23	Level/grade
24	Daily preparation
25	Work days
26	Part time
27	Regular salary
28	Additional salary: under contract
29	Employment status
30	Years experience - this district
31	Years experience - other Colorado districts
32	Years experience - out of state
33	Years experience - total
34	Card sequence
35	Year code
36	Teacher I.D. number
37	Previous employment
38	Previous residence
39	Certificate held
40	Certificate issued: month, year
41	Certificate expires: month, year
42	Certificate issued by
43	Authorized by certificate
44	College preparation
45	Institution first degree
46	Card sequence

NFN Preliminary Teacher Data Form

47	Year code
48	Teacher I.D. number
49	Institution code - first degree
50	First degree
51	Degree (first) code
52	Year of degree
53	Institution - highest degree
54	Institution code
55	Card sequence
56	Year code
57	Teacher I.D. number
58	Highest degree
59	Degree code
60	Year of highest degree
61	Subject area assigned
62	Subject code
63	Area of specialization: major
63	Area of specialization: minor
63	Area of specialization: other
64	Special education - area of specialization
65	Special ed. experience - this district
66	Special ed. experience - Colorado
67	Special ed. experience - out of state
68	Total Special Ed. experience
69	Date of Certification: month, year
70	Special hours earned to date
71	Special hours in progress
72	Institution code
73	Blank

NFN Acceptance of Grant

NIN 1	Signature of acceptance
NIN 2	Date
NIN 3	Name of student
NIN 4	Number of quarter hours registered for
NIN 5	Number of weeks completed in
NIN 6	Signature of college official
NIN 7	Title
NIN 8	College
NIN 9	Date

NFN Consultant - Demonstrator and Affiliate Center Daily Activities Chart

NIN 1	Month reported
NIN 2	Name of center
NIN 3	Location of center
NIN 4	List: 1. no. of field demos., 2. no. of in-house demos., 3. hrs. spent in college related activities pre-service, 4. no. of in-service workshops, 5. in-house assistance, 6. no. of in-house publications, 7. no. of meetings sponsored by IMC, 8. no. of meetings attended, 9. no. of new registrants, 10. no. of persons checking out materials, 11. no. of materials checked out, 12. no. of materials produced, 13. walk-in

Teacher I.D. number
58 Highest degree
59 Degree code
60 Year of highest degree
61 Subject area assigned
62 Subject code
63 Area of specialization: major
63 Area of specialization: minor
63 Area of specialization: other
64 Special education - area of specialization
65 Special ed. experience - this district
66 Special ed. experience - Colorado
67 Special ed. experience - out of state
68 Total Special Ed. experience
69 Date of Certification: month, year
70 Special hours earned to date
71 Special hours in progress
72 Institution code
73 Blank

NFN Acceptance of Grant

NIN 1 Signature of acceptance
NIN 2 Date
NIN 3 Name of student
NIN 4 Number of quarter hours registered for
NIN 5 Number of weeks completed in
NIN 6 Signature of college official
NIN 7 Title
NIN 8 College
NIN 9 Date

NFN Consultant - Demonstrator and Affiliate Center Daily Activities Chart

NIN 1 Month reported
NIN 2 Name of center
NIN 3 Location of center
NIN 4 List: 1. no. of field demos., 2. no. of in-house demos., 3. hrs. spent in college related activities pre-service, 4. no. of in-service workshops, 5. in-house assistance, 6. no. of in-house publications, 7. no. of meetings sponsored by IMC, 8. no. of meetings attended, 9. no. of new registrants, 10. no. of persons checking out materials, 11. no. of materials checked out, 12. no. of materials produced, 13. walk-in referrals, 15. other by 1. date, (list 1-31) 2. summary

NFN Child Services Demonstration Project Learning Disabilities Grant-Evaluation

✓ 1. should program continue
✓ 2. wish to continue as participant
✓ 3. major strength of program
✓ 4. major weakness of program
✓ 5. program change to better meet needs
✓ 6. optimum number of days of training
✓ 7. information and knowledge applicable
✓ 8. inservice training of significant value
✓ 9. administration see inservice training as worthwhile
✓ 10. communication about project clear

OE 2274 Average Daily Attendance of Handicapped Children in Schools Operated
1/69 or Supported by State Agencies

NIN 1	Date prepared
NIN 2	State code
NIN 3	State agency code
Sec 1 NIN 4	Name authorized SEA coordinator
Sec 1 NIN 5	Title
Sec 1 NIN 6	Mailing address
Sec 1 NIN 7	Telephone: area code, number, extension
Sec 1 NIN 8	Signature
Sec 1 NIN 9	Date signed
Sec 1 NIN 10	Legal name of state agency
Sec 1 NIN 11	Name agency official
Sec 1 NIN 12	Title
Sec 1 NIN 13	Mailing address agency
Sec 1 NIN 14	Mailing address official
Sec 1 NIN 15	Telephone: area code, number, extension
Sec 1 NIN 16	Signature
Sec 1 NIN 17	Date signed
Sec 1 NIN 18	Name of contact person
Sec 1 NIN 19	Title
Sec 1 NIN 20	Mailing address
Sec 1 NIN 21	Telephone: area code, number, extension
Sec II 1	Is named state agency, rather than a local educ. agency directly responsible for the educ. of all handicapped children reported in average daily attendance: yes/no
Sec II 2	Is educ. provided without charge to parents or guardians of each handicapped child: yes/no
Sec II 3	Is instruction provided recognized as elementary or secondary education in state: yes/no
Sec II 4	Is each child reported in average daily attendance under age 21
Sec II 4B	Is each child reported in average daily attendance in grade 12 or below
Sec II 5	Has maximum basic grant been authorized for the named state agency during any previous year: yes/no
Sec III 12345	1. State operated, 2. public school, 3. non-public school, 4. type of children, 5. ADA by 1. school name and address(list 1-

OE 5232 Notification of Grant Award
12/69

1	Name and address of institution
NIN 1	Vendor number
2	Grant number
3	Project number
4	Amount
5A+B	Period of grant (from: through:)
6	Make checks payable to
7	Grant award is: new/revised
8	Proposal title
9	Scope of work and/or special conditions (describe)
10	Grant authority
11	Bane if grabts iffucer

Sec 1 NIN 6	Mailing address
Sec 1 NIN 7	Telephone: area code, number, extension
Sec 1 NIN 8	Signature
Sec 1 NIN 9	Date signed
Sec 1 NIN 10	Legal name of state agency
Sec 1 NIN 11	Name agency official
Sec 1 NIN 12	Title
Sec 1 NIN 13	Mailing address agency
Sec 1 NIN 14	Mailing address official
Sec 1 NIN 15	Telephone: area code, number, extension
Sec 1 NIN 16	Signature
Sec 1 NIN 17	Date signed
Sec 1 NIN 18	Name of contact person
Sec 1 NIN 19	Title
Sec 1 NIN 20	Mailing address
Sec 1 NIN 21	Telephone: area code, number, extension
Sec II 1	Is named state agency, rather than a local educ. agency directly responsible for the educ. of all handicapped children reported in average daily attendance: yes/no
Sec II 2	Is educ. provided without charge to parents or guardians of each handicapped child: yes/no
Sec II 3	Is instruction provided recognized as elementary or secondary education in state: yes/no
Sec II 4	Is each child reported in average daily attendance under age 21
Sec II 4B	Is each child reported in average daily attendance in grade 12 or below
Sec II 5	Has maximum basic grant been authorized for the named state agency during any previous year: yes/no
Sec III 12345	1. State operated, 2. public school, 3. non-public school, 4. type of children, 5. ADA by 1. school name and address(list 1-

OE 5232 Notification of Grant Award
12/6

1	Name and address of institution
NIN 1	Vendor number
2	Grant number
3	Project number
4	Amount
5A+B	Period of grant (from: through:)
6	Make checks payable to
7	Grant award is: new/revised
8	Proposal title
9	Scope of work and/or special conditions (describe)
10	Grant authority
11	Bane if grabts iffucer
12	Date
13	Signature of authorized government official

OE 5232-1 Notification of Grant Award
12/70

NIN 1	Vendor number
1	Name and address of institution or agency
2	Grant number
3	Project number
4	Amount of this action
5	Revised amount of award

OE 5232-1

6A+B	Award period (from: through:)
7	Grant award is: new/revised
NIN 2	U.S. Congressional District
8	Fellowship and traineeships areas
9	Special study institute areas
10	Special project areas
11	Other
12	The grant award is made on the basis of (1) the terms and conditions in the manuals entitled preparation of personnel in the education of the handicapped, and (2) other conditions, if appropriate:
NIN 3	Schedule of payments: dates (list 4)
NIN 4	Schedule of payments: amounts (list 4)
13	Grant authority
14	Name of grants officer
15	Signature of authorized government official
16	Issuance date

Accounting Data

1	Record type
2	Fiscal year
NIN 5	Appropriation symbol
3	Common accounting number
4	Effective date
5	Obligation document: reference code
6	Number
7	Other document: reference code
8	Number
9	Object class
10	Amount
12	Administration program
13	Science; non-science
14	Primary vendor number
15	Secondary vendor number
16	Management account code
17	Management subaccount code
18	Transaction code
19	Modifier code
20	Reverse code
21	General ledger accounts
22	Voucher schedule number
23	Program planning budget code
24	Balance of payments code
25	Code non-code

OE 9003 8/69 Final Financial Statement Preparation of Professional Personnel in the Education of Handicapped Children (P.L. 85-926 as amended)

NIN 1	Name and address of grantee
NIN 2	Grant no.

NIN 4 Schedule of payments: amounts (list 4)
13 Grant authority
14 Name of grants officer
15 Signature of authorized government official
16 Issuance date

Accounting Data

1 Record type
2 Fiscal year
NIN 5 Appropriation symbol
3 Common accounting number
4 Effective date
5 Obligation document: reference code
6 Number
7 Other document: reference code
8 Number
9 Object class
10 Amount
12 Administration program
13 Science; non-science
14 Primary vendor number
15 Secondary vendor number
16 Management account code
17 Management subaccount code
18 Transaction code
19 Modifier code
20 Reverse code
21 General ledger accounts
22 Voucher schedule number
23 Program planning budget code
24 Balance of payments code
25 Code non-code

OE 9003 8/69 Final Financial Statement Preparation of Professional Personnel in the Education of Handicapped Children (P.L. 85-926 as amended)

NIN 1 Name and address of grantee
NIN 2 Grant no.
NIN 3 Period of grant (from: to:)

Section A Analysis of Grants

NIN 4 Summary of awards: A. area of handicap, B. level of training, C. no, of students, D. no. of eligible dependents, E. student stipends, F. support grants, G. total funds paid by 1. traineeships and fellowships (list 1-n), 2. subtotal, 3. SSI (list 1-n), 4. subtotal, 5. program development, 6. subtotal, 7. admin. costs, 8. totals
dx3+4, c-fx5-7, A+Bx7+8 Blank
NIN 5 Amount of grant
NIN 6 Total funds received
NIN 7 Total funds expended
NIN 8 Total funds not expended
NIN 9 Comments

Certification
NIN 10 Number of suthorized officials and title
NIN 11 Signature
NIN 12 Date
NIN 13 Name and title of financial officer
NIN 14 Signature
NIN 15 Date

Section B Report of Traineeship and Fellowship Awards

NIN 1 Name and address of grantee
9/12-72 NIN 2 Grant award no.
NIN 3 Period of grant (from: to:)

OE 9003

NIN 4	1. For each award recipient (list 1-n), 2. total by 1. Area symbol, 2. name of award recipient, 3. institution attended, 4. level of training, 5. summer traineeships only length of training days, 6. weeks, 7. no. of eligible dependents, 8. total stipend paid to student, 9. total support grant claimed per student, 10. date of dropout 10x2 Blank
13D(4)(S)	From other demographic areas (# children receiving services)
13D(5)(S)	Total 13D(1) to 13D(4)

Section C Report of SSI Awards (list for each SSI)

NIN 1	Name and address of grantee
NIN 2	Grant award no.
NIN 3	Period of grant (from: to:)
NIN 4	Name and location of institute
NIN 5	Length of program
NIN 6	Area of the handicapped
NIN 7	Beginning and ending dates of institute
A.	Compensation for personal services: 1. Institute responsibility, 2. amount expended by 1. name and title (list 1-n)
B.	Total stipends paid ($)
B. 1	No. of enrollees completing institute
B. 2	No. of dropouts
C.	Employee services and benefits ($)
D.	Office supplies, reproduction, publicity, communications ($)
E.	Instructional supplies, etc. ($)
F.	Travel ($)
G.	Fees other than tuition ($)
H.	Rental of equipment ($)
NIN 8	Total direct costs ($)
NIN 9	Indirect costs ($)

OE 9003

NIN 4	1. For each award recipient (list 1-n), 2. total by 1. Area symbol, 2. name of award recipient, 3. institution attended, 4. level of training, 5. summer traineeships only length of training days, 6. weeks, 7. no. of eligible dependents, 8. total stipend paid to student, 9. total support grant claimed per student, 10. date of dropout 10x2 Blank
13D(4)(S)	From other demographic areas (# children receiving services)
13D(5)(S)	Total 13D(1) to 13D(4)

Section C Report of SSI Awards (list for each SSI)

NIN 1	Name and address of grantee
NIN 2	Grant award no.
NIN 3	Period of grant (from: to:)
NIN 4	Name and location of institute
NIN 5	Length of program
NIN 6	Area of the handicapped
NIN 7	Beginning and ending dates of institute
A.	Compensation for personal services: 1. Institute responsibility, 2. amount expended by 1. name and title (list 1-n)
B.	Total stipends paid ($)
B. 1	No. of enrollees completing institute
B. 2	No. of dropouts
C.	Employee services and benefits ($)
D.	Office supplies, reproduction, publicity, communications ($)
E.	Instructional supplies, etc. ($)
F.	Travel ($)
G.	Fees other than tuition ($)
H.	Rental of equipment ($)
NIN 8	Total direct costs ($)
NIN 9	Indirect costs ($)
NIN 10	Grand Total of C ($)

Section D Report of Program Development Grants and/or Special Projects

NIN 1	Name and address of grantee
NIN 2	Grant award no.
NIN 3	Period of grant (from: to:)
NIN 4	Area of handicap.
A.	Compensation for personal services: 1. responsibility for PDG, 2. amount expended by 1. name and title (list 1-n)
B.	Employee services and benefits ($)
C.	Supplies and materials, including postage ($)
D.	Communications ($)
E.	Reproduction and Duplicating ($)
F.	Travel ($)
G.	Rental of equipment ($)
NIN 5	Grand total of D ($)
NIN 6	Comments

Section E Report of Administrative Costs

NIN 1	Name and address of grantee
NIN 2	Grant award no.
NIN 3	Period of grant (from: to:)
A 1	Professional staff to administer the program ($)
A 1a	Name and title (list 1-n) by responsibility
A 2	Secretarial staff ($)
A 3	Support for internship ($)
A 4	Employee service and benefits ($)

NIN 1	Name and address of grantee
NIN 2	Grant award no.
NIN 3	Period of grant (from: to:)
NIN 4	Name and location of institute
NIN 5	Length of program
NIN 6	Area of the handicapped
NIN 7	Beginning and ending dates of institute
A.	Compensation for personal services: 1. Institute responsibility, 2. amount expended by 1. name and title (list 1-n)
B.	Total stipends paid ($)
B. 1	No. of enrollees completing institute
B. 2	No. of dropouts
C.	Employee services and benefits ($)
D.	Office supplies, reproduction, publicity, communications ($)
E.	Instructional supplies, etc. ($)
F.	Travel ($)
G.	Fees other than tuition ($)
H.	Rental of equipment ($)
NIN 8	Total direct costs ($)
NIN 9	Indirect costs ($)
NIN 10	Grand Total of C ($)

Section D Report of Program Development Grants and/or Special Projects

NIN 1	Name and address of grantee
NIN 2	Grant award no.
NIN 3	Period of grant (from: to:)
NIN 4	Area of handicap
A.	Compensation for personal services: 1. responsibility for PDG, 2. amount expended by 1. name and title (list 1-n)
B.	Employee services and benefits ($)
C.	Supplies and materials, including postage ($)
D.	Communications ($)
E.	Reproduction and Duplicating ($)
F.	Travel ($)
G.	Rental of equipment ($)
NIN 5	Grand total of D ($)
NIN 6	Comments

Section E Report of Administrative Costs

NIN 1	Name and address of grantee
NIN 2	Grant award no.
NIN 3	Period of grant (from: to:)
A 1	Professional staff to administer the program ($)
A 1a	Name and title (list 1-n) by responsibility
A 2	Secretarial staff ($)
A 3	Support for internship ($)
A 4	Employee service and benefits ($)
A 5	Honoraria for outside consultants ($)
B 1	Admin. travel of state staff ($)
B 2	Expenses for state screening committee and other appropriate meetings ($)
B 3	In-service travel ($)
C 1	Communication costs ($)
C 2	Supplies and materials ($)
C 3	Printing ($)
C 4	Rental of equipment ($)
NIN 4	Total of E
NIN 5	Comments

OE 9015 Notification of Grant Award
7/70

NIN 1	Grant number
1	Mailing address
2	Appropriation symbol
3	Common accounting number
4	Amount
5A+B	Period of grant: (from: through:)
6	Grant award: new/revised
7	Program title and code
8	Comments
9	Authorized government official
10	Signature
11	Date

Accounting Data

NIN 1	Record type
NIN 2	Fiscal year
NIN 3	Appropriation symbol
NIN 4	Common accounting number
NIN 5	Effective date
NIN 6	Reference code
NIN 7	Obligation/document number
NIN 8	Reference code
NIN 9	Current document number
NIN 10	Object class
NIN 11	Amount
NIN 12	Negative code
NIN 13	Admin./program
NIN 14	Science/Non-Science
NIN 15	Primary vendor number

6	Grant award: new/revised
7	Program title and code
8	Comments
9	Authorized government official
10	Signature
11	Date

Accounting Data

NIN 1	Record type
NIN 2	Fiscal year
NIN 3	Appropriation symbol
NIN 4	Common accounting number
NIN 5	Effective date
NIN 6	Reference code
NIN 7	Obligation/document number
NIN 8	Reference code
NIN 9	Current document number
NIN 10	Object class
NIN 11	Amount
NIN 12	Negative code
NIN 13	Admin./program
NIN 14	Science/Non-Science
NIN 15	Primary vendor number
NIN 16	Secondary vendor number
NIN 17	Management account code
NIN 18	Management sub-account code
NIN 19	Transaction code
NIN 20	Modifier code
NIN 21	Reverse code
NIN 22	General ledger accounts
NIN 23	Voucher schedule number
NIN 24	Program planning budget code
NIN 25	Balance of payments code
NIN 26	Government/non-government
NIN 27	Machine number

OE 9025 Federal Assistance for the Education of Handicapped Children under P.L. 89-313 Amendment to Title I, ESEA, and Parts B, C, and G, EHA

Part I Project Approval, Statistical Data, and Abstract by State of Local Agency

1A	State code
1B	State project number
1C	SEA class
1D	Date appreoved: Mo., day, year
✓ 1E	Amount approved
1F	Allocated from federal fiscal year: 19__
✓ 2A	Second preceding fiscal year ($)
✓ 2B	First preceding fiscal year ($)
3A	Name of administrator
3B	Name of agency
3C	Number and street
3D	City
3E	State
3F	Zip Code
3G	County
3H	Area Code
3I	Telephone number
3J	Telephone extension
3K	Congressional district number

OE 9025

4A	Name of director
4B	Name of school or business
4C	Number and street
4D	City
4E	State
4F	Zip code
4G	County
4H	Area code
4I	Telephone number
4J	Telephone extension
✓ 5A	Project duration from: Mo., day, year
✓ 5B	Project duration to: Mo., day, year
6	Title of project
7(a-f)	Legislative funding authority: P.L. 89-313/Part B, EHA/Part C, EHA-D-B/Part C, EHA-ECE/Part G, EHA/other
✓ 8A	Local funding source ($)
✓ 8B	State funding source ($)
✓ 8C	Other Federal title(list) ($)
✓ 8D	Other ($)
✓ 8E	Total ($)
9(a-d)	Application/application amendment/report/report amendment
10A	Signature of authorized official
10B	Date
11(1)	School district code (OE use only)
11(2)	Vendor code (OE use only)
✓ 12A(a-c) (1-12)	Project expenditures: a. Salaries, b. contracted services and other expenditures, c. total amount by 1. administration, 2. instruction, 3. attendance services, 4. health services, 5. pupil transportation, 6. operation of plant, 7. maintenance of plant, 8. fixed charges, 9. food services, 10. student body activities, 11. community services, 12. subtotal
✓ 12A(c) (13-19)	Project expenditures: c. total amount by 13. sites, 14. buildings, 15. remodeling, 16. equipment for

	4J	Telephone extension
✓	5A	Project duration from: Mo., day, year
✓	5B	Project duration to: Mo., day, year
	6	Title of project
	7(a-f)	Legislative funding authority: P.L. 89-313/Part B, EHA/Part C, EHA-D-B/Part C, EHA-ECE/Part G, EHA/other
✓	8A	Local funding source ($)
✓	8B	State funding source ($)
✓	8C	Other Federal title(list) ($)
✓	8D	Other ($)
✓	8E	Total ($)
	9(a-d)	Application/application amendment/report/report amendment
	10A	Signature of authorized official
	10B	Date
	11(1)	School district code (OE use only)
	11(2)	Vendor code (OE use only)
✓	12A(a-c) (1-12)	Project expenditures: a. Salaries, b. contracted services and other expenditures, c. total amount by 1. administration, 2. instruction, 3. attendance services, 4. health services, 5. pupil transportation, 6. operation of plant, 7. maintenance of plant, 8. fixed charges, 9. food services, 10. student body activities, 11. community services, 12. subtotal
✓	12A(c) (13-19)	Project expenditures: c. total amount by 13. sites, 14. building, 15. remodeling, 16. equipment for instruction, 17. other equipment, 18. capital outlay subtotal, 19. grand total
✓	12B(d) (1-12)	Project expenditures: d. amounts by 1. trainable mentally retarded, 2. educable mentally retarded, 3. learning disability, 4. emotionally disturbed, 5. other health impaired, 6. crippled, 7. visually handicapped, 8. deaf blind, 9. deaf, 10. hard of hearing, 11. speech impaired, 12. total handicapped.
	12C(d) (1-6)	Project expenditures: d. amounts by 1. Pre-school project activities, 2. voc-ed project activities, 3. inner city project activities, 5. in-service training of staff, 6. parent services
	13A(a-h) (1-12)	Number of children served: a. 0-2 yrs, b. 3-5, c. 6-9, d. 10-12, e. 13-18, f. 19 and over, g. total, h. total school days by 1. trainable mentally retarded, 2. educable mentally retarded, 3. learning disabled, 4. emotionally disturbed, 5. other health impaired, 6. cripped, 7. visually handicapped, 8. deaf blind, 9. deaf, 10. hard of hearing, 11. speech impaired, 12. total

	a	b	c	d	e	f	g	h
1	✓	✓	✓	✓	✓	✓	✓	
2	✓	✓	✓	✓	✓	✓	✓	
3	✓	✓	✓	✓	✓	✓	✓	
4	✓	✓	✓	✓	✓	✓	✓	
5	✓	✓	✓	✓	✓	✓	✓	
6	✓	✓	✓	✓	✓	✓	✓	
7	✓	✓	✓	✓	✓	✓	✓	
8	✓	✓	✓	✓	✓	✓	✓	
9	✓	✓	✓	✓	✓	✓	✓	
10	✓	✓	✓	✓	✓	✓	✓	
11	✓	✓	✓	✓	✓	✓	✓	
12	✓	✓	✓	✓	✓	✓	✓	

✓	13B(i-m) (1-12)	Number of personnel paid from federal project funds: i. Teachers, j. teacher aides, k. other personnel, l. total personnel, m. man weeks purchased by 1. trainable mentally retarded, 2. educable mentally retarded, 3. learning disabled, 4. emotionally disturbed, 5. other health impaired, 6. crippled, 7. visually handicapped, 8. deaf blind, 9. deaf, 10. hard of hearing, 11. speech impaired, 12. total

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13C(n-r) (1-12) Number of personnel trained from Federal project funds: n. Teachers, o. teacher aides, p. other personnel, q. total personnel, r. clock hours provided by 1. trainable mentally retarded, 2. educable mentally retarded, 3. learning disabled, 4. emotionally disturbed, 5. other health impaired, 6. crippled, 7. visually handicapped, 8. deaf blind, 9. deaf, 10. hard of hearing, 11. speech impaired, 12. total

	n	o	p	q	r
1	✓	✓	✓	✓	
2	✓	✓	✓	✓	
3	✓	✓	✓	✓	
4	✓	✓	✓	✓	
5	✓	✓	✓	✓	
6	✓	✓	✓	✓	
7	✓	✓	✓	✓	
8	✓	✓	✓	✓	
9	✓	✓	✓	✓	
10	✓	✓	✓	✓	
11	✓	✓	✓	✓	
12	✓	✓	✓	✓	

✓ 13D(1)(S) From inner city areas (#children receiving services)
✓ 13D(2)(S) From other urban areas (#children receiving services)
✓ 13D(3)(S) From rural areas (#children receiving services)
✓ 13D(4)(S) From other demographic areas (#children receiving se4vices)
✓ 13D(5)(S) Total 13D(1) to 13D(4)
✓ 13E(1)(t) Children participating in preschool activity in project (#)
✓ 13E(2)(t) Students participating in Voc Ed activity (#)
✓ 13E(3)(t) Multihandicapped children for whom components of the project were especially designed (#)
✓ 13E(4)(t) Children enrolled in non-public schools (#)
✓ 13E(5)(t) Additional children receiving only incidental services (#)
✓ 13E(6)(u) Number of American Indian children involved (#)
✓ 13E(7)(u) Number of Negro children involved (#)
✓ 13E(8)(u) Number of Oriental children involved (#)
✓ 13E(9)(u) Number of Spanish surnamed children involved (#)
13E(10)(u) Number of parents receiving direct services through project funds (#)
13E(11)(u) Number of non-paid volunteers participating (#)
✓ 14(A-E) Objectives (list)
✓ 14(F-L) Activities (list)
✓ 14(M-Q) Evaluations (list)
14(R) List descriptors from ASIS Retrieval Terms Directory